DIARY

Crowded life of a hopeless bibliophile

"I did enjoy your novel," I said to R M Lamming in the BBC studio where we met, "though I am an old man with too many books." The fact is that her novel, *In The Dark*, a brilliant and alarming study of age, is about an old man with too many books. How, I wondered, did someone so young know so much about being old? The answer, she said, was probably that she didn't. She had been drawing largely on a fascination with age she'd felt as an adolescent – not able to understand why, so near the end, the old were not running around in a total panic. I said this was something that mystified the old, too.

Reading about her sad hero, so dependent on his collection of books, coincided with work on a paper I'm to give at the annual conference of the New Zealand Libraries Association next month. The subject is the role of the library in education. I've been struck more forcibly than ever by the idea that if I was educated at all, it was largely by libraries. Unbookish home: total, greedy, grateful dependence on libraries, both public and school. There was a brief agonizing moment round about 1929 when the modest local library, product of a bequest, closed down to make way for a proper one, and I was obliged to resort to the shelves of a penny library in the town. As a result, I must be the only nine-year-old ever to make his way with painstaking amazement through Remarque's *The Way Back*, a sequel to *All Quiet On The Western Front* and a disturbing study of moral disarray in Germany after the First World War. That's to say, it would have been disturbing if its patiently attentive small reader had known he ought to be disturbed.

I think I even see the human mind in library terms. In the foreground, the glowing space occupied by fiction. And behind that, the basically solemn areas of non-fiction, from any one of which, at times, something may leap that makes fiction look perfectly drab and sober.

Erich Maria Remarque: fascinating reading, even for a nine-year-old

R M Lamming: remarkable insight into what it is like to be old

A problem is that, like R M Lamming's hero, I have become the creator of a personal library of a size not strictly compatible with the other uses to which the house in which I live is committed: sitting, dining, sleeping, walking about, and so on. I am haunted by the question: Where to put them next? Lately, I've wondered if there might be a way of attaching bookshelves to the outer as well as the inner walls.

Strangers on a bridge

Suddenly my whole life is libraries. American friends call in on their way home from Israel, where Mae has been a visiting professor in one of the university schools of librarianship. She happens to be spectacularly short – I imagine there is no smaller practising professor in the world: if she wanted to offer the sort of invitation associated with an altogether larger American of the same forename, she would have to say, "Come down and see me some time." She works in the world of children's books, and I've seen children as she talks surreptitiously measuring themselves against her.

Her husband, Sidney, looks back from California to London's East End, and so back to Russia, which his father left in 1917. He is one of those people who are pure teacher, though (actor and anthropologist) he has never been one. I mean whatever he is, curiosity starts up, naturally and amusedly: we begin to wonder about this and that, cross-reference occurs, dictionaries are consulted. Nothing remotely pompous about it: he has one of the most dependable and splendidly disgraceful senses of humour of any man I know.

For nearly 70 years he has been drifting into inquisitive conversation with strangers. I once left him at the end of the Golden Gate Bridge in San Francisco while I walked across it for the first time, and when I came back he was surrounded by a sort of loose seminar: the title for it might have been, "The Effects of the Horrors of Monetarism on the General Issue of Using a Pedal-Bike on the American West Coast, with a Glance at the Quality of California Cheese".

Looking like Leo McKern, with the same handsome rumble of voice, he has the good teacher's habit of preceding remarks with a sort of fanfare, some equivalent of the barker's "Roll up, roll up!" In his case, the phrase is: "I want you to know . . ." He also has that twitch in the mind, as between one thought and its opposite, that it seems to me is the mark of the unselfconsciously valuable teacher, constantly alert to the duality of things. We were walking through the campus at Berkeley once and Sidney said, seeing it through my stranger's eyes: "This is surely more full of weirdies than anywhere in the world." Then the twitch occurred and he said: "But then, I suppose this is a rare place where human oddity feels perfectly free to declare itself."

Last week he quoted one of the many people he'd got into conversation with in the streets of Tel Aviv. "Being a Jew", she said, "is tragic . . . but very interesting." Sidney agreed that the thought might be enlarged to cover the entire human race.

But I suspect he spoke for a great many of his generation and mine, brought up before the Second World War, when he added that despite the mounting evidence that human existence is a tragedy he could never quite lose the feeling that if we could only get through the next year or so, suddenly all would begin to be well. And it was certainly necessary that, however melancholy our ultimate expectations, we should aim constantly at notions of human betterment.

Spelling trouble

I felt I was back in the Islington classrooms where I taught for the best part of the 1950s. I'd panted up the stairs at Finsbury Park from the Underground to BR, and there in front of me was one of BR's blackboards, turned by years of use into a greyboard. "Some trains", this one asserted, in wandering capitals, "will be subject to delay and cancelation this due to staff reaction to the introduction of training on modified surban trains BR regret's any inconvince this may cause love Bob." There was inconviction, but in my case it was made easier by that of Bob's affection. If I didn't teach him, I taught someone very much like him, who always came to those particular blunt and sensible compromises of spelling.

I was reminded, because it was such homespun English, of a notice that caught my attention not long ago in the station at Lyons, being so slikly French. "Following an arrest of work by a certain category of personnel," it murmured, finely balancing deference and disdain, "we inform our clientele that some perturbations may occur on the line St Etienne-Lyon."

Edward Blishen

NOTICEBOARD

PEOPLE...

Mr Ian McCann, deputy head of St John the Baptist CE junior school, Richmond, to be head from September.
The following appointments have been made to Roman Catholic schools in the Diocese of Southwark: **Mr Oswald Polkes**, deputy head of Our Lady of Grace JMI school, to be head of St Patrick's JMI school; **Mr Phillip King**, deputy head of St Joseph's Junior School, to be head of the same school; **Mrs Nora Laing**, deputy head of St Thomas More Middle School, to be head of St Osmund's JMI school; **Mrs Carmel Macmillan**, deputy head of St Bede's JB school, to be head of Our Lady Queen of Heaven school; **Mrs Rita Tilderstey**, deputy head of St Winifred's infants' School, to be head of the same school; and **Mr Keith D'Cruz**, head of St Patrick's JMI school, to be head of St Bernadette's JG and I School.
Mr Martin Conway, tutor in pastoral studies at Ripon College, Oxford, to be president of Selly Oak Colleges, Birmingham, on the retirement of Professor John Ferguson in May.
Mr Brian Gomes da Costa, vice-principal of Robert Gordon's Institute of Technology, Aberdeen, to be director of Bell College of Higher Education, from September.
The following were elected officers of The College of Preceptors for the year 1985–1986: President Viscount Tonypandy; Vice-presidents: Dr H Harris, Mr F Maynard, Lady Plowden; Dean: Professor B Holmes; Secretary: Mr P Robson; Treasurer: Mr R Balchin; Regional Officer: Mr W Unitt.

CONFERENCES...

July 28–31
The annual study conference of the United Kingdom Reading Association will coincide with the World Congress on Reading at the Institute of Education, University of London. The WCR theme is "Gladly Lerne, Gladly Teche" and the UKRA theme is "Teachers and parents together". Details from Peter Smith, general adviser (primary), Civic Centre, Lampton Road, Hounslow TW3 4DN.
September 6–9
Annual conference of the institute of Careers Officers at the Town Hall, Middlesbrough. Speakers include Peter Morrison MP, Bryan Nicholson, Neil Kinnock MP and the Rt Revd David Jenkins. Details from the ICO, 27a Lower High Street, Stourbridge, West Midlands DY8 1TA.
September 13–15
School Library Association conference at Christ Church College, Canterbury. Among the speakers are Betsy Byars and Christopher Price and a variety of seminars will be held on database management, the multicultural dimension, family reading groups, library use education, resource based learning, promoting poetry and criteria for information books. Details from the conference secretary, Nick Hunt, Bower Farm House, Stelling Minnis, near Canterbury, Kent Tel Stelling Minnis 430.
September 20–22
Association for the Teaching of the Social Sciences annual conference on *Social Science and Social Change* at the London School of Economics. The main speakers will be David Hargreaves, Jock Young and Christopher Price and there will be a variety of workshop sessions. Details from Jim Coyle, Room A 483, LSE, Houghton Street, London WC2A 2AE. Closing date for applications August 12.

EVENTS...

1985 Black Youth Festival
Open to competitors under the age of 25 years involved in the performing arts. Area finals will be held in London and Bath in July and August culminating in the prizewinners' concert at Hornsey Town Hall, London N8 on September 7. Details from Mr Lance Ritchie, 01-452 2641.
Until August 16
An exhibition of the work by the Design and Technology Department of Yarm School at Preston Hall Museum, Yarm Road, Stockton, Cleveland. Details from Mr David Dunn, Yarm School, The Friarage, Yarm, Cleveland.
September 10–20
"Touch and See": an exhibition of sculpture for and by the visually handicapped at the Royal National Institute for the Blind, 224 Great Portland Street, London W1. Details from Eleanor Parkinson, Department of Adult Education, University of Leicester.

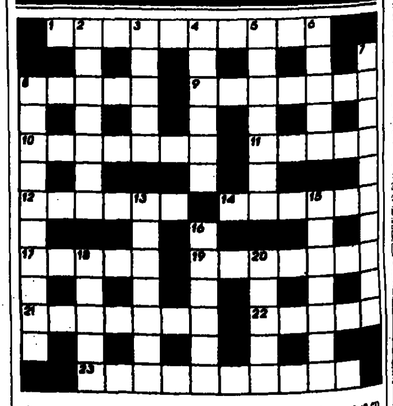
COMPETITIONS...

The Macmillan Prize
A competition for art students in higher education to stimulate young illustrators. Entrants are asked to submit pencil roughs or sketches for a children's picture book, including the text, which may be fiction or non-fiction but should be original and the finished artwork and text of at least five double-page spreads. The first prize is £500 and the judges are Allan Ahlberg, Quentin Blake, Raymond Briggs, Jill Murphy and Michael Wace. Details and entry forms from the publicity manager, Macmillan Children's Books, 4 Little Essex Street, London WC2R 3LF. Closing date March 31, 1986.
Become a Trainee Reporter
Details of a competition run in conjunction with the Channel Four series, The Press Gang are contained in a free newspaper available from The Press Gang, PO Box 123, Southampton SO9 7HH.

PUBLICATIONS...

ReFRESH
A bulletin to help history teachers keep abreast of new developments in their subject is to be published twice yearly by the Economic History Society; edited by Dr Anne Digby and Professor Charles Feinstein. Annual subscription is £2.50 from the Editors, ReFRESH, Alcuin College, University of York, York YO1 5DD.
Kent Video
The University of Kent has produced a video about the university for schools and other institutions. Inquiries to the senior assistant registrar for admissions, The Registry, The University, Canterbury, Kent CT2 7NZ.

No 213 CROSSWORD by Rufus



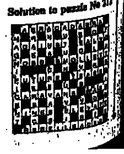
Across

1 It indicates I am missing from "Who's Who" (10)
8 Country lover (5)
9 Go off at the wrong time (7)
10 Popped the question after work, but not accepted (7)
11 Possibly beat a retreat (5)
12 He failed to turn the tide (6)
14 Strangely remote star (6)
17 Woman unaffected by reversals (5)
19 Lacking means of entry? (7)
21 Pelted to perform in the choir and took a promising part (7)
22 An unruly one might be told off and left inside (5)
23 The shooting season (10)

Down

2 Drama writer barred for the very young (7)
3 They may run out in time (5)
4 Almost ready to include me in the cuts (6)
5 Road crossing? (7)
6 Showy fair lady? (5)
7 It's very well known to have had a festival (10)
8 Alcoholic daze? (6,4)
13 Knight or saint? (7)
15 Conceit revealing vitality in troubled times (7)
16 We send the country mad (6)
18 Has a meal in readiness (5)
20 Act it differently, not using words (5)

Solution to puzzle No 212



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Double threat posed to introduction of 16-plus

by Susannah Kirkman and Richard Garner

The General Certificate of Secondary Education is facing a double threat to its successful introduction.

On the one hand, examining groups say that the new 16-plus exam will be very expensive to run and – without extra Government funds – fees may have to be increased considerably.

On the other, the traditionally-moderate Assistant Masters' and Mistresses' Association is urging its members to boycott in-service training for the exam next term, as part of a tougher campaign of industrial action over pay for the autumn term.

A decision to boycott work on its introduction has already been taken by several branches of the National Association of Schoolmasters/Union of Women Teachers – most notably in Birmingham. This includes a refusal to attend meetings outside school hours to plan the new curricula.

Meanwhile, the National Union of Teachers is to announce sanctions against preparation for the GCSE at the end of August, and has written to Sir Keith Joseph asking him to delay the exam until adequate provision is made for proper training and resources.

The Southern Examining Group has also written to Sir Keith warning him that increases in exam fees for the GCSE and A level exams are likely. The SEG entry fee for each GCSE subject could be £13 or £14, compared with £9 or £10 for one O level entry, or £6 to £7 per O level for candidates taking four subjects.

The GCSE will be more expensive to run because of the new assessment techniques it uses, according to Mr John Day, SEG's secretary general.

There would also be fewer straightforward subjects, entered by large numbers of candidates, which could be used to subsidise other less popular subjects or A levels.

Mr David Whitbread, under secretary at the Association of County Councils, said local authorities would be "very concerned" at the prospect of an increase in exam fees when resources were already so limited.

The ACC was still pushing the Government for more in-service training funds. "Millions more will be needed over the next three years, as nearly 250,000 teachers will be involved with the new exam," said Mr Whitbread.

So far, the Government has allowed L.e.a.s and exam boards £6,450,000 for in-service training.

Mr Gordon Cunningham, education officer of the ACC, warned that if teachers completely withdrew their cooperation an already-tight timetable for introducing the exam could be set back. "It wouldn't take long to lose a year," he said.

But the examining groups believe that the quality, rather than the timing, of the GCSE would be affected by industrial action. "One person could do the work of preparing a syllabus or exam paper. Whether the teachers would like the result or not is a different matter," said Mr Brian Swift, secretary of the Joint Council for the GCSE.

Mr Day added: "I don't see how we could introduce GCSE successfully in its proposed form if training did not take place."

Black teachers in South Africa fear they could become victims of their pupils' violence as unrest spreads. Despite the imposition of a state of emergency over large sections of the country, rioting and rebellion continue. Young protesters have turned against black policemen and councillors, and teachers fear they could be next in line.

Lunch duty deals a step nearer

by Mike Durham

Teachers and local education authorities in some areas are close to reaching an agreement on payment for lunchtime supervision in time for the beginning of next term.

About a dozen l.e.a.s, including Oxfordshire and the Inner London Education Authority, are understood to have held informal discussions at a national level on the possibility of paying teachers.

The teacher unions' response has been described as "guarded but not hostile". In most of the interested l.e.a.s informal discussions are expected to continue.

The breakthrough arises from the growing conviction among some l.e.a.s that lunchtime supervision is an issue which needs to be settled urgently, coupled with pressure from the head-teacher unions.

This week the 4,000-strong Secondary Heads Association wrote to its district convenors urging them to try to reach local agreements in time for next term.

The most widely-accepted formula would be to pay teachers – or possibly another responsible adult – about £5 a session for lunchtime duty, perhaps in a lump sum at the end of each term.

In a full year it could amount to about 1 per cent of the salaries bill. The money could be found initially from l.e.a. reserves, or by using interest on teachers' unpaid salary increases.

Sir Keith Joseph has already promised more money for lunchtime supervision from next April, providing the teachers return to the negotiating table over pay restructuring.

Mr Peter Snape, general secretary of the SHA, said: "We have got to come up with a solution together. One scheme would be to ask CEOs to come up with £5 or £6 a lunchtime.

"We are in a new situation. Sir Keith has abandoned any idea of making teachers responsible at lunchtime. In that case, what are l.e.a.s going to do about it?"

One CEO said: "We are just determined to find a solution to this running sore of lunchtime supervision, which has been brought from a chronic to an acute state by the pay dispute."

Progress towards the local deals will be discussed by the Council of Local Education Authorities/school teachers' committee in September.

Meanwhile the 22,000-strong National Association of Head Teachers has warned that schools could adopt a "siege mentality" with a bare minimum of services next term, because of the teachers' pay dispute.

An emergency meeting of the union's action committee has been called for the end of August and it will be advised to harden up the union's attitude on cover for absent teachers and single-handed lunchtime supervision.

● Talks on the chief education officers 14 per cent pay award broke down again last week. Despite an improved offer of 5.35 per cent, talks were adjourned until later this month.

Complaints about HMIs' English

Her Majesty's Inspectorate has been bombarded with criticism of its views on how English should be taught.

About a thousand comments have been received in the three months allowed for responses to the HMI document *English 5 to 16*, published last year. The vast majority of these are hostile.

Most responses criticise the prescriptive list of objectives describing what pupils should be able to do by certain ages.

Seven-year-olds, for instance, should be able to "maintain listening attention for a reasonable time when their attention is engaged"; and 11-year-olds should know "the rules of spelling".

HMI is to publish a summary of responses which will probably include a reply from the Inspectorate to its critics. But it seems unlikely that the Inspectorate will waver from its plan to produce a broadly-agreed national framework of objectives which children can achieve. The series of HMI curriculum papers stem directly from Sir Keith Joseph's Sheffield speech last year, which called for national curriculum objectives.

According to HMI, the problem with English objectives is that everyone agrees how language achieves its effect, but no-one agrees on how it should be done.

The English document has served part of its purpose by provoking a huge response from English teachers.

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Resources/Media
Mary Cruickshank leads a tour of activities for children in museums and galleries throughout the country; Peta Levi on a summer camp for amateur astronomers; Robin Buss reviews *The World – A Television History*; Marian Blakeley reviews *Young Lives*, a series of interviews with young

TIMES PAST — THE TIMES

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Through the looking glass

With the arrival of the silly season comes yet another spate of newspaper articles purporting to say what Mrs Thatcher will do when she reshuffles her Cabinet. (Why is it always called a "reshuffle" – why not a shuffle?) In truth, nobody knows who is going and who isn't. This is why so many names are mentioned by one political correspondent or another. By the time everybody's name has been dragged in, there's a good chance someone, somewhere, will be right about something.

What everybody does seem agreed on (and must, therefore, be *highly questionable*) is that *there are* going to be some important Cabinet changes, and that these may be announced at the end of August or early in September, the timing being determined by *news management* considerations such as how to grab the headlines from the SDP. No doubt as August wears on and the news becomes even thinner (one hopes) the political correspondents of the Sunday papers will have more time to refine their speculations about the timing of the changes and the personalities certain (or rather, not certain) to be involved. Such matters have always provided the Tapers and Tadpoles with their staple, and good luck to them.

Every now and then the spotlight falls fleetingly upon Sir Keith Joseph whose 67 years make him an obvious potential candidate for the early bath. His health becomes the subject of solicitous concern. His high status as "one of us" and one of the staunchest supporters of the medium term financial strategy is noted. So is his expected reluctance to make way for someone from the substitutes' bench. His dispute with the teachers has tended, till now, to be seen as a reason why he would *not* be moved. Over the past 10 days, however, his stock may have fallen. Sympathize as one may with his impossible situation at CLEA, there is no avoiding the conclusion that he emerged from it somewhat battered, and his batterring did not cease when he met the House of Commons Select Committee a few days later.

It seems a pretty long shot, but there must just be a chance that Mrs Thatcher and her close advisers will recognize the serious nature of Government's loss of public support, and that their strategy for putting the administration back on its feet might include, *en passant*, trying to cut short the present confrontation with the teachers. If so, a change of Secretary of State would be a classic way of signalling a new start.

It doesn't really look like a very convincing plot – the Government probably feels it has more to lose by *appearing to give in to the teachers than by sweating it out. Unless, that is*, the reshuffle is to betoken a real U-turn, and this seems highly improbable.

The second possibility would be a change of minister, but no change of policy. This would be based on the notion that, while Sir Keith has succeeded in providing Mrs Thatcher with a "Conservative" education policy – the first minister to do so in living memory – he has conspicuously failed to sell it to the British public, and he has alienated the educational world, political as well as professional, even more by his style than his prescription. Now might be the time, when the policy is in place and is working itself out, to put in a good public relations man or woman to give the policy a human face and a persuasive tongue.

As it happens, the version of *La Ronde* favoured by many commentators replaces Mr John Selwyn Gummer as chairman of the Conservative Party with Mr Norman Tebbit and sets Mr Gummer down as Sir Keith's successor at Elizabeth House. Here, indeed, is a scenario to conjure with. For some reason Mr Gummer's talent is thought to be for communication. In his time he has worked on Mrs Thatcher's speeches, and as party chairman he followed in Mr Cecil Parkinson's footsteps on to every available morning radio programme and TV chat show as the Government's instant advocate. He is also comparatively young and has a young family. He might be expected to mobilize more effectively than Sir Keith the Government's populist support.

So far his brushes with the teachers have been sporadic and mainly acrimonious but if he became minister no doubt he would turn on the charm which he has so far reserved for devoted constituency party workers. Admittedly the "Send for Gummer" theory owes more to the belief that he has to be found a job somewhere than to any serious contention that he would be God's gift to education, but there is unfortunately nothing new in such a method of choosing education ministers and the educational world had better not advertise its hostility to the idea of his appointment or Mrs Thatcher will find it irresistible. Perhaps the only way to head her off would be to spread circumstantial rumours that he is Fred Jarvis's preferred candidate.

There have also been a few hints that this could be the time for a new imperial share-out between the DES and the MSC. According to one report, Lord Young waits in the wings to head up a new Ministry of Further Education and Training, based on the YTS plus the whole of non-advanced FE and all the other educational interests of the MSC such as TVEI and the vocational education exams. The precise cut-off line between the DES and any new ministry would provide Whitehall with a classic territorial dispute. The MSC would clearly like to reserve the right to exercise an influence on what happens to pupils between the ages of 14 and 16. Similarly, the DES would defend its turf.

There would be large added complications if the new arrangements for FE and training meant shearing institutions and staff away from the l.e.a. s and creating a new set-up based on (say) the MSC's network of appointed boards. All of which would, no doubt, keep Lord Young busy till Mrs Thatcher could find some other trouble for him to shoot – or, perish the thought, until such time as he was ready to add the DES to his portfolio.

Second opinion

Time to come to the aid of languages

It is encouraging to see the positive and constructive approach that is the key-note of the consultative letter about the future of the Centre for Information on Language Teaching (CILT), issued by the Department after Sir Keith Joseph's recent Commons statement.

I see the creation and continuing existence of CILT as one of the undoubted successes in the language field.

I was heartened to find this view widely expressed at the recent national conference on "German in the UK", organized jointly by CILT and the Goethe Institute, where I was when Sir Keith Joseph's statement was released. This support came equally warmly from secondary, further and higher education teachers and lecturers.

The letter is following up the announcement that there will be a review of the balance of CILT's activities in collaboration with its governing body and its clients, both in the education service and industry and commerce. I want to encourage all those who value CILT's contribution to let the Department know of the activities in which they have participated, which have been of benefit and which they would wish to preserve.

Over the past 20 years, enthusiasm for the extension and improvement of modern language teaching has waxed and waned with disquieting regularity. Happily, the present Government has made its support quite unequivocal and this is repeated in Sir Keith's statement as is his recognition of the need for CILT to make "a significant contribution to the support of foreign language teaching". My plea is that: first we recognize that the improvement of language performance over a wider range of our population is a long-term process and involves the active participation of all sectors of the education service, from primary to post-graduate levels, and of industry and commerce; secondly, CILT is the only body well placed to encourage and orchestrate such participation from such a wide range of interests.

The major stumbling block is not one of resources or methodology, but of national attitude stemming from both our traditional insularity and our repeated experience of the advantage abroad of speaking as our native tongue the only language that can now make any sustainable claim to international status. Motivation is the key to success and this must come as much from employers as from education.

I recognize that the Government may well not feel that the full cost of activities across this broad front should be shouldered by the Department of Education and Science, which may wish to direct its support particularly to work in schools when, in the light of current restrictions on public expenditure, self-supporting activities by CILT would not be possible. This possibility strengthens the need for those of us whose involvement in modern language learning has been across the board to emphasize the importance of CILT's retaining this wide range of interest and to search with it and the Government for alternative sources of support, both from industry and commerce and Departments of Government associated with these spheres of activity. I should be delighted to hear from anyone who shares these views and would be ready to pool ideas for combined presentation to the DES.

G Roy Potter

Mr Potter, former CEO for West Sussex, is a long-serving member of the CILT board and a member of the AFC consultative committee.

COMMENT

Two cheers for GREAs

The change in the rules on local authority spending targets – as the report on page 5 makes clear – represents another massive switch in policy at the Department of the Environment. By a strange coincidence it will have the effect of reducing the pressure on some mainly Conservative authorities and stepping it up on a familiar list of Labour urban areas.

The reasons for this latest round of RSG gerry-mandering – is this a fair description? – is the Government's decision to discontinue the use of arbitrary targets laid down by the Department on the basis of previous spending, and to move instead towards a regime in which the Grant Related Expenditure Assessments (GREAs) become the only target.

These assessments are said to represent the spending required to provide a standard level of service: in fact, they are based on a weighted formula which takes into account a range of economic and demographic factors relating to each authority and are, therefore, relatively objective; whether the balance of weighting in the formula does, in fact, provide final assessments which enable a standard level of service to be provided is a matter of controversy.

Placing more reliance on GREAs, however, must be a step in the right direction. The target system was a negation of the GREA system. It was introduced by Mr Michael Heseltine, as part of his frantic effort to get local spending under control. It was particularly unfair to authorities (many of them counties, then under Conservative control) which started from a low base. Such counties are among those l.e.a.s which will now find they can increase their budgets, by stages, to the GREA level which they have not, till now, been allowed to do. By the same token high spending areas have been "unfairly" favoured hitherto (though this would be hotly contested in every case), and for them the GREAs will signify yet another tightening of the screw.

None of this will provide a penny piece more for education as a whole. Combined with the regime of penalties and rate-capping it simply indicates another attempt to tilt the balance against the cities and towards the counties. "Fair" or "unfair" within the rationale of the Department of the Environment, the changes are a further reminder of the undesirably large area of discretion reserved to the holder of Mr Jenkin's office. What is clearly needed is a system of central government support for local government which is more effectively insulated against the vagaries of current party politics.

Is it enough?

Nobody could call the Government's latest announcement about money for computers in education generous. The new central unit which replaces the Microelectronics Education Programme next year will have £2.2 million and the Department of Trade and Industry will find another £3 million over the next three years to subsidize software purchase. This is fine as far as it goes, but it doesn't go very far.

The Government has made clear that it regards its support for microelectronics in education as pump-priming, not as a permanent arrangement. This is not unreasonable. With all its deficiencies, the Rate Support Grant provides the main-line central government's share of finance for local authority services. But nobody in his or her senses could say that local education authority finances are currently in

a state of robust health. Arguably, l.e.a. budgetary arrangments are such that they could never find it easy to cope with the particular problems posed by new and rapidly developing technology where, ideally, the schools should not only respond to what the market has to offer, but lead it by making their needs known.

The DTI's decision to put money into software – and to do this by subsidizing purchase rather than production – is a sensible sequel to the Department's earlier dynamic intervention with funds for hardware. But given the speed with which things are moving it would be a great mistake to suppose that hardware has been "dealt with" once and for all.

Value for money

The DES Architects and Buildings Group has emerged from an "efficiency scrutiny" – what awful jargon Rayner has left behind – with flying colours. The Group, now part of Architect and Building and Schools Branch II, is the rump of what used – in the palmy days of school building – to be A and B branch, which combined the activities of the Architects' Development Group with territorial responsibilities for the supervision of the school building programme and the approval of l.e.a. projects.

The architects have been through a difficult time as priorities have changed. Less effort now goes into large demonstration projects concerned with interpretation of new ideas on the curriculum and teaching methods. More effort goes into exercises on the contraction of the system – improvement schemes made possible by the removal of surplus school places and the redevelopment of sites. More effort, too, is needed – as the scrutineers strongly recommend – for maintenance and all the practical questions which arise from a large stock of deteriorating schools.

In the light of the recent HMI survey which highlighted the educational consequences of neglect, the recommendation that the architects should devote more effort to monitoring the state of the building stock (with a closer linking between A and B staff and HMI) is of special importance. But topical as this is, the main justification of the DES architects must depend on their development skills and their ability to give creative meaning to the difference between value for money and cheapness. They must stand for value for money – for quality and high standards no less than for true economy. If the scrutineers' advice is followed this high calling will get a new lease of life.

... no comment

"Because of the importance of consultations about students' progress on A level courses, a special consultation has been arranged for their parents on Wednesday afternoon . . . . The appointments are of six minutes duration and this must be strictly observed."

Letter to parents from head of Round wood Park School, Harpenden, Herts.

Government architects' services 'still needed'

by Sarah Bayliss

An efficiency study of the Architects and Building Group in the Department of Education makes a strong case for its retention "on value for money as well as on educational efficiency grounds".

The report, however, recommends a less bureaucratic system for approving local authorities' capital building projects and says eight DES posts could be cut, saving £156,000. In future the Secretary of State would normally give his consent when the local chief architect had signed a certificate confirming that Government regulations had been complied with.

The group, which was established 40 years ago to spearhead the post-war school building programme, still makes an important contribution, especially in terms of research and development, according to the report's authors, Sir George Moseley, a former permanent secretary at the Department of Environment and Mr Bryan Jefferson, director general of design services at the Property Services Agency.

The number of civil servants employed in the group peaked at 150 in 1972-73 but has since fallen to 76, in line with the nationwide contraction in school building.

Given falling pupil numbers and constraints on public spending, the group has stepped up its work on the maintenance and management of school buildings. But the report says this should be a higher priority.

In addition, there is a strong case for the group ensuring that educational building, design and construction continues to "meet the needs of the curriculum" and to "reflect changes in teaching methods."

Efficiency Scrutiny of the Architects and Building Group at the DES is available free from Room 1/52, DES, Elizabeth House, York Road, London SE1 7PH.

IN BRIEF

Remaking the grade

Applications for postgraduate teacher training places in maths have fallen by 21 per cent since last year and by 31.5 per cent since 1983, Mr Bob Dunn, education junior minister, said last week.

By July 10, the graduate teacher training registry had received only 1,119 applications for entry this September, he told the Commons. Corresponding figures for 1984 and 1983 were 1,420 and 1,634 respectively.

But the drop has been even sharper in physics, where applications for postgraduate training have plummeted by 31.5 per cent, from 657 to 474, since last year, and by no less than 36.5 per cent since 1983.

Octopus catch

Britain's biggest publisher of school textbooks – the Heinemann Group – has been taken over by Octopus Publishing, in the biggest merger in the history of publishing.

The Heinemann Group, which includes Heinemann Educational Books and the primary school publishing house of Ginn, has been valued at £100m. When the deal is approved by shareholders it will establish Octopus – owned by Paul Hamlyn – as Britain's biggest publisher with total book sales worth £150 million a year.

Tory chairman

The new chairman of the Conservative Party's National Advisory Committee on Education is Mr Maurice Venn, a Hounslow councillor and former deputy head of a school in Harrow. Mr Venn, known as a moderate, succeeds Mr Les Lawrence, a Birmingham councillor.

NEWS

Training axe claims only one victim

by Biddy Passmore

The National Advisory Body's attempt to rationalize public sector teacher training, which at one stage threatened the future of 12 colleges, seems likely to end with the closure of just one: Hertfordshire College of Higher Education.

The NAB board decided on Monday to endorse the recommendation to end teacher training at the college and to veto a plan to transfer the places to Hatfield Polytechnic.

But it voted to reprieve teacher training at the three other institutions on the final hit-list: the College of St Mark and St John in Devon, North Riding College and Portsmouth Polytechnic. St Mark and St John and North Riding have thus been saved from closure – in North Riding's case, for the second time in eight years.

Teacher training at the North London Polytechnic was reprieved in May, after strong expressions of support for its record of training ethnic minority teachers.

Board members also heard on Monday that the Department of Education plans to give NAB more money for the extra 550 teacher training places planned for next year. Ministers had earlier said the extra places would have to be paid for out of existing funds and NAB had consequently made plans to lose some 370 places in other areas.

NAB will discover how much extra money it will get in September, when its senior decision-making body, the committee, is expected to approve the teacher training plans.

The future of Hertfordshire (formerly Wall Hall) college has been blighted ever since NAB decided two years ago to withdraw funding for its diversified courses and recommended a merger with Hatfield Polytechnic.

That left the college with only its teacher training so Hertfordshire County Council wrote to NAB proposing that that too should be transferred to the polytechnic. But the NAB board turned the proposal down, leaving no alternative to the college's closure.

Discussions about the transfer of its other courses to the polytechnic are still going on, Dr John Filston, Hatfield's director, said this week.

Board members decided to reprieve teacher training at the College of St Mark and St John on regional grounds and because it has reached a special agreement with Devon County Council. The college will retain its voluntary status but form part of the county's higher education plan.

The decisions to reprieve the provision at Portsmouth Polytechnic and North Riding College were "knife-edge" ones, Mr Christopher Ball, NAB's chairman, said this week. In Portsmouth's case, rescue followed the polytechnic's agreement to expand the number of places, which are all in the primary sector.

In North Riding's case, strong regional arguments combined with a glowing write-up from its validators, Leeds University, to swing the vote. Another important factor was North Riding's concentration on "early years training" – for children aged three to eight.

The college has not yet been visited by HM Inspectorate or the Council for the Accreditation of Teacher Training (CATE) but its jubilant principal, Mr Frank Wright, told *The TES* this week he thought it was "totally out of the wood".

North Riding was always one of the first colleges to close its books for applications, he said. It received three or four applications for every B Ed place and was "overwhelmed" with applications for post-graduate training.

Under NAB's plan, the intake to teacher training in the public sector will rise from 11,000 this year to 11,566 next. Most of the increase (405 places) will be in the primary sector, with 240 more B Ed places.

Hard-up Janet gets no change from Sir Keith

by Hilary Wilce

Janet Maggs leans heavily on her flexible friend. Without her Access card her badly overstretched budget would split apart at the seams.

As a primary teacher stuck, like thousands of her colleagues, at the top of Scale 2, she finds her income just does not match her basic expenditure. "My budget simply does not work," she says. "That is what is so very frightening."

Last week Ms Maggs accompanied Mr Joe Boone, president of the National Association of Schoolmasters/Union of Woman Teachers, and Mr Fred Smithies, general secretary, to a meeting with Sir Keith Joseph. The meeting, requested by the NAS/UWT in an attempt to break the pay dispute deadlock, ended fruitlessly. Ms Maggs was there to set before Sir Keith the harsh financial facts of the average classroom teacher's life, but found her presence brushed aside. Sir Keith, she says, told her he could not discuss individual cases.

In a furious letter to him the next day, Ms Maggs said she found this attitude "telling . . . you have frequently stated, along with other politicians, that you need specific examples and wish to hear from 'ordinary' teachers".

With her letter Ms Maggs sent her budget. As a teacher at Mostyn Gardens primary school, in Brixton, south London, she gets a salary of £9,597, plus a London allowance of £1,038, plus a £276 allowance for working in a social priority school – all of which gives her a salary well above the average classroom teacher's pay of £9,208.

She is a single woman of 34, with a £24,000 mortgage to pay off, and finds she has just £113.81 left from her net monthly income of £585 to pay for food, newspapers, clothes, repairs and any unforeseen expenditure, after paying basic house and car bills.

Ms Maggs has told Sir Keith that she has not bought a dress since Easter 1982.

She defends her small suburban house and ageing car as vital on the grounds of safety. She no longer wants to live in the "grotty" inner city, or take public transport after dark. Last winter she was mugged in the early evening – on her way home from an in-service training course.

In her letter to Sir Keith, Ms Maggs says she will no longer be doing any anything but her basic duties. At their meeting he gave her the impression, she says, "that teachers are absolutely worthless".

Scots union to step up pay campaign action

With two weeks to go before Scottish schools reopen, teachers are planning tougher industrial action in their campaign for a "fair settlement" to the pay dispute.

Backing the campaign, the Educational Institute of Scotland, the country's biggest teachers' union, is launching a £1 million fighting fund appeal – with members being asked to pay a voluntary monthly levy of at least £10.

Mr John Pollock, general secretary of the EIS, said it was now inevitable that teachers would be forced to intensify their action.

"Next week the EIS national chairman's committee and the EIS national executive will meet and will confirm tougher guidelines for the work to rule, curriculum boycott and examination boycott," he said.

"In addition, plans will be prepared for gradual intensification of industrial action throughout the 1985/86 session."

He pointed out that junior Scottish [illegible] Alison Stewart had often said that the summer holidays offered a "window of opportunity for negotiations".

Mr Pollock added: "Mr Stewart's window of opportunity closes on August 14 – and a year of increased bitterness lies ahead."

● University dons have renewed their demand for a better pay offer following the Government's recent salary award to top people.

The dons were offered 4% last March. They claim their pay has been eroded by 26% since the Government came to power in 1979.

Diana Warwick, general secretary of the Association of University Teachers, has written to Education Secretary Sir Keith Joseph calling for a "substantial improvement" in dons' pay.

Janet Maggs: my budget simply doesn't work

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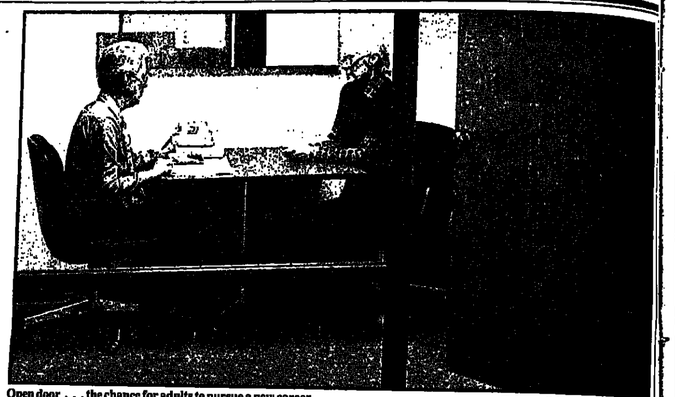
As the l.e.a.s consider their response to the UDACE document *Helping adults to learn* Roger Little and David Peck urge adult educationists, FE teachers and careers officers to provide a more streamlined approach, without waiting for the MSC

Clearing a path for a wider age group



Open door . . . the chance for adults to pursue a new career

Picture: Richard and Sally Greenhill

The Institute of Careers Officers held a conference earlier this year for those concerned with meeting the guidance needs of adults choosing new careers. Delegates drawn from a wide variety of organizations were unanimous on a number of points: the need was substantial; demand was growing steadily; and the response ad hoc and frequently insufficient.

Their experience was shared and reinforced by those who came to help with the conference. The quantitative evidence for this is now being drawn together despite the difficulty caused by an artificial deflation of the figures by those careers services which, sensing that their involvement is frowned upon officially, conduct their work with adults as if it were part of the informal economy and, therefore, not to be recorded.

In June, attention was drawn more sharply to the problem by the Unit for the Development of Adult Continuing Education in its excellent report *Helping Adults to Learn**.

The daily problems of adults seeking new careers are many and varied: all are seeking the opportunity to sit down with someone who can help them cut through the tangle of education information and grant arrangements. Whether unemployed, under employed or seeking stimulation, those looking for help in finding a way through the mass of careers and training information have one thing in common – deep frustration with the artificial difficulties they find in realizing their potential.

Avid though they may be to respond to Government pleas for personal mobility and flexibility and the development of skills appropriate to the information age, finding a way in seems very hard.

The official response of the moment encourages a proliferation of ad hocery between statutory and voluntary sectors, often temporary and liable to leave an intolerable legacy. The DES interest in guidance is welcome. It commissioned the Unit for the Development of Adult Continuing Education (UDACE) report and will shortly award the contract for a major new computer-assisted careers choice system for undergraduates.

But the DES must resist the easy option of paddling its own canoe, giving way to the Department of Employment on sensitive issues and avoiding the bow wave of the MSC. A facile and artificial division between "vocational" and "educational" guidance would simply perpetuate the unhelpful division between education and training so damaging to those seeking help.

The MSC's *Adult Training Strategy* might have relieved everyone's frustration, but has not done so yet. Directed through employers to the benefit in the main of those already in employment, energy had been dissipated for want of adequate guidelines. What the Bishop of Liverpool, David Shepherd, has called "comfortable Britain" seems set on keeping the benefits of new technology to itself by perpetuating an inscrutable, incoherent system.

Information is not enough. A computer system could trot out a range of options to an enquirer, but could not provide the evaluation of one against another, the qualities required, or the local labour market, needed by the uncertain adult making decisions of a kind not faced since leaving school. A recent study of 300 adults in Leeds identifies three basic needs: information; someone to talk to; and courses with definite objectives which lead somewhere and interlock with others.

The first two facilities are the cornerstones of the established and widely acceptable model chosen for the provision of the careers service to young people. The third has belatedly become a national priority. It is hard to escape the logic of the careers service model's appropriateness to adults, many of whom began working life with no expectations of change other than those made at their own instigation and in their own time. Their personal circumstances and the labour market in which they find themselves obliged to rethink and relocate, are so different from the conditions which prevailed when their original choice was made that their need for counselling is paramount.

A study of the adequacy of guidance available to young adults adopted by the Manpower Services Commission, now to be carried out as a self-appraisal exercise within their employment division, invites a complacent validation of the status quo. But it is interesting that many referrals to careers advisers are made by Jobcentre staff, quick to admit that their own resources for the very necessary role of vacancy filling cannot possibly stretch to the increasingly sophisticated and complex problems presented by individuals.

There were signs of hope three years ago with the emergence of educational guidance services. This disparate group of initiatives suffers from a fashionable malady – it is funded by "funny money" of which there is no shortage. The European Social Fund, the Urban Aid Programme, DES grants are all used in a strange variety of ways. The difficulty, to quote Jonathan Brown, the chairman of education guidance's national association, is that "funny money ceases to be funny when it stops".

The very availability of such devices avoids, and even discourages, the development of a long-term strategy based on existing expertise. The Department of Employment seems unwilling to recognize the very large number of older people who continue to use the careers service. The House of Lords Select Committee recommendation to adopt a definition of young people consistent with the EEC has been effectively ignored. Central government departments might well argue that it is for local authorities to say how they spend their money. Those one or two who have chosen to ignore the writing on the wall have achieved impressive results by extending their careers service to a wider age group.

There are no obstacles in legislation. The 1973 Employment and Training Act lays down no age restriction on the careers service and those who are in, or contemplating a return to, education fall easily within its scope. Nor would the provision of appropriate resources materially affect the local authority budget as a whole. Most l.e.a.s spend much less than 1 per cent of their local budget on this important service.

Networking is the fashionable word in this area, and a rightful acknowledgement of the variety of people who have a contribution to make. It is now time that every local library held all the information at present available in Jobcentres, providing as a natural corollary a way through to a careers adviser for those unable to act on information alone.

Adult educationists, further education teachers and careers advisers need to examine the most effective way of co-operating to meet the needs of a significant slice of the population. It makes good economic sense. To avoid the frustration and waste caused by the pursuit of inappropriate courses: to recognize what a significant factor in the achievement of any employment strategy is a presentation and interpretation that helps the individual to identify a personal place.

Helping Adults to Learn identifies the l.e.a. as the appropriate agency to co-ordinate an educational guidance network. It points out the need for local guidance units, a substantial information base, a service independent of any educational institution and with interviewing and advice-giving skills and training in assessment and counselling.

The careers service is described in the report as "often having access to the largest body of information within its area on education and training opportunities and on such matters as course entry requirements and grants, and having officers with substantial expertise in counselling and advice-giving as well as in training in these fields."

In acknowledging this, the report has surely identified the hub of its proposed network within the l.e.a. To build upon the foundations of the established careers service would be administratively sound and politically defensible, providing the base the education service needs if it is to play a full part in economic reconstruction and individual self-realization.

Roger Little and David Peck are county careers officers of Hereford and Worcester and Shropshire respectively. This article represents their personal views and not necessarily those of their employers.

Whether unemployed, under employed or seeking stimulation, those looking for help in finding a way through the mass of careers and training information have one thing in common – deep frustration with the artificial difficulties they find in realizing their potential

Correction

In the article on page 4 of last week's issue, the paragraph which begins "MPS offer two measures" should have read: "MPS offer two measures: OCI passes which they describe as a 'useful measure of the attainment of the more academically able' whilst their OC points 'indicates the attainment of the whole ability range taking both GCE and CSE examinations'".

Mike Durham and Biddy Passmore report on the consequences of the new rules for local authority spending

City budgets squeeze to continue

The Government's new rules for local authority spending will relax restrictions on many shire counties and tighten them for inner-city authorities. But no council is likely to receive a huge windfall.

Mr Patrick Jenkin, the Environment Secretary, announced last week that he is to abolish the old and much criticized system of targets and penalties designed to curb local government overspending.

It is to be replaced by a new "spending target" based on each council's Grant Related Expenditure Assessment (GREA) – the Government's annual estimate of the amount an authority needs to spend to maintain a standard level of services.

On the face of it, this is good news for those authorities, mainly Conservative-controlled shire counties, which have underspent on GREA.

High-spending authorities which have overspent on GREA, on the other hand, now still face penalties unless they reduce spending to meet the new "target".

On the basis of a comparison using this year's figures, Norfolk seems to gain most. It has underspent on GREA by 10.5 per cent and the new rule would appear to allow an extra £26 million worth of spending.

In the past, Norfolk has complained that because of Government penalties, it would have to find an extra £90 million to spend up to GREA. L.e.a.s in a similar position have included East Sussex, Dorset and Buckinghamshire.

But, in fact, penalty clauses in the small print of the new regulations will only allow an authority to increase its spending by up to £4 million.

Norfolk will be particularly anxious to increase education spending in view of last year's HMI report which criticized the county's provision of books, school maintenance, in-service training and the schools advisory service.

At the other end of the scale, the hardest-hit l.e.a.s include rate-capped Haringey, Newcastle and Liverpool, as well as the London borough of Waltham Forest which is hung but Conservative-led.

LOCAL AUTHORITY EXPENDITURE RELATIVE TO GRE, 1985–86

L.e.a.s are ranked in order: those at the top are the highest overspenders on GRE this year, descending to the most underspent on GRE. Authorities towards the top of the list appear to face the biggest cuts; those with a minus sign may gain. The Government has imposed penalties on a sliding scale with worsening thresholds at 5 per cent and 10 per cent above GRE. Current targets and over/underspending this year are listed in columns 4 and 5 for comparison.

Authority	GRE : 1985–86 Budget above or below GRE %	GRE £m	l.e.a. Budget 1985–86 £m	Target : 1985–86 Target £m	Budget above or below target %
ILEA	69.86	558.39	946.08	900.37	4.98
Haringey	34.37	101.25	136.06	126.72	7.40
Newcastle upon Tyne	30.75	102.74	134.33	126.72	6.00
Liverpool	21.69	217.94	265.00	222.06	19.34
Waltham Forest	18.46	93.84	110.81	111.70	–0.80
Brent	18.27	125.46	148.38	138.21	7.34
Hounslow	17.21	79.03	92.63	87.17	6.26
Manchester	17.01	214.32	250.78	260.65	0.05
Sheffield	16.85	187.11	218.63	214.84	1.88
North Tyneside	16.66	86.84	77.98	76.67	2.79
Newham	14.91	114.94	132.08	124.16	6.38
Barking & Dagenham	11.97	56.36	61.98	61.72	0.42
Gateshead	10.29	71.76	79.15	77.24	2.47
Rochdale	9.38	80.36	87.92	85.37	3.00
Hillingdon	9.21	82.99	90.63	89.94	0.77
South Tyneside	8.74	69.19	84.36	83.72	1.00
Doncaster	7.79	101.17	109.05	106.22	2.66
Teeside	6.67	77.45	82.62	78.66	3.72
Knowsley	6.61	66.84	73.11	70.81	3.26
Barnsley	5.93	74.47	78.89	78.64	0.32
Sunderland	5.69	105.60	111.62	105.59	5.70
Alnrow	5.64	70.81	74.80	73.34	2.00
West Glamorgan	5.33	141.20	148.72	148.72	0.00
Richmond Upon Thames	5.25	50.13	52.76	51.72	2.00
Wigan	5.19	108.11	111.61	108.96	2.45
Havering	4.80	83.35	87.38	87.38	0.00
Mid-Glamorgan	4.70	210.37	220.26	219.47	0.82
Coventry	3.98	117.88	122.55	122.55	0.00
Telford	3.14	96.39	98.38	98.22	2.26
Bury	3.12	57.88	59.69	59.66	0.07
Bexley	2.88	78.08	80.40	80.40	0.00
St Helens	2.47	68.18	69.86	69.75	0.16
Rotherham	2.06	88.06	88.88	88.12	2.00
Powys	2.06	51.83	52.89	52.89	0.00
Gwynd	1.97	153.80	156.83	156.83	0.00
Cleveland	1.86	243.23	247.34	237.04	4.34
Wakefield	1.46	103.07	104.57	102.07	2.48
Barnet	1.26	100.12	101.38	101.28	0.10
Kingston upon Thames	1.22	46.35	46.92	46.92	0.00
Enfield	1.10	95.71	96.77	95.81	1.00
Avon	1.09	323.58	327.07	316.79	3.25
Walsall	0.62	100.11	100.73	100.12	0.61
Clwyd	0.21	139.03	139.32	136.48	2.84
Bedfordshire	0.08	195.48	195.84	195.64	0.00
Calderdale	–0.30	68.04	68.84	67.04	2.68
Humberside	–0.40	339.38	338.00	331.88	1.86
Dyfed	–0.48	133.08	132.44	130.17	1.74
Durham	–0.55	218.28	217.07	214.09	1.40
Leeds	–0.58	244.50	243.08	242.81	0.20
Bromley	–0.75	87.39	86.86	86.65	0.01
Sutton	–0.76	57.38	56.93	56.93	0.00
Cumbria	–0.89	177.34	176.59	171.55	2.30
Stockport	–1.06	94.10	93.12	93.12	0.00
Wirral	–1.11	119.97	117.65	116.98	1.43
Cheshire	–1.12	350.04	346.13	346.13	0.00
Gwent	–1.21	174.76	172.65	172.65	0.00
Isle of Wight	–1.28	44.06	43.50	43.00	1.16
Staffordshire	–1.31	375.49	370.59	366.93	1.00
Trafford	–1.42	76.30	74.23	74.24	–0.01
Northumberland	–1.43	111.56	109.98	108.32	1.52
Ealing	–1.83	116.13	114.23	117.51	–2.78
Hertfordshire	–1.91	340.58	334.09	334.09	0.00
Derbyshire	–1.99	333.09	326.46	314.69	3.74
Redbridge	–2.07	79.61	77.96	77.91	0.07
Bradford	–2.08	186.83	181.96	174.48	4.29
Wolverhampton	–2.21	105.33	103.00	102.98	0.01
Nottinghamshire	–2.29	380.35	371.63	362.38	2.55
Greenwich	–2.49	96.82	94.41	94.41	0.00
Sandwell	–2.53	119.46	116.43	116.26	0.15
South Glamorgan	–2.56	161.29	147.46	147.05	0.27
Oxfordshire	–2.68	179.28	174.46	174.46	0.00
Oldham	–2.71	88.83	86.42	86.39	1.20
Warwickshire	–2.73	170.09	165.44	165.37	0.04
Surrey	–2.76	319.83	311.06	311.05	0.00
Bolton	–3.23	88.50	85.32	84.53	0.83
Lancashire	–3.41	533.67	515.44	509.80	1.11
North Yorkshire	–3.57	241.52	232.98	232.78	0.09
Merton	–3.91	82.09	78.85	78.87	0.00
Sefton	–4.13	98.04	93.99	93.99	0.00
Solihull	–4.96	68.37	64.99	64.96	0.04
Essex	–5.07	526.87	500.18	499.94	0.05
Northamptonshire	–5.32	210.12	198.94	196.76	1.11
Hampshire	–5.68	629.91	499.80	499.68	0.04
Somerset	–5.82	166.91	147.69	147.69	0.00
Suffolk	–5.88	210.14	197.79	197.49	0.15
Birmingham	–5.90	419.62	394.87	394.12	2.00
Cheshire	–6.00	254.78	239.50	239.50	0.00
Gloucestershire	–6.10	178.88	167.98	167.98	0.00
Buckinghamshire	–6.21	222.87	209.03	209.03	0.00
Lincolnshire	–6.33	208.66	195.45	195.45	0.00
Croydon	–6.43	117.78	110.20	110.20	0.00
Cambridgeshire	–6.77	220.96	205.99	205.99	0.00
Wiltshire	–6.80	191.82	178.86	178.86	0.00
Hereford & Worcester	–6.84	255.48	238.13	219.05	0.04
Leicestershire	–6.95	329.71	306.79	306.79	0.00
Dorset	–7.46	204.37	189.13	189.13	0.00
Dudley	–7.67	98.08	90.56	90.56	0.00
Brent	–7.78	347.81	320.56	320.56	0.00
East Sussex	–7.93	224.59	206.76	206.76	0.00
Kent	–8.24	539.55	495.10	494.73	0.08
West Sussex	–8.11	272.76	252.48	252.28	0.08
Shropshire	–9.32	147.95	133.80	133.80	0.00
Cornwall	–9.63	161.70	145.80	145.67	0.09
Norfolk	–10.53	251.96	226.42	226.32	0.04

Rate-capped l.e.a.s warn of teaching job losses

Two l.e.a.s, Liverpool and Newcastle, will be rate-capped for the first time next year. But Sheffield and Brent have been taken off the Government's "hit-list" for next year.

The London borough of Haringey and the Inner London Education Authority are to be rate-capped in 1986 for the second year running.

The news of rate-capping was greeted with gloom. In Newcastle the council's spending limit for 1986/87 has been pegged at this year's budget of £134 million on all services.

A council spokesman said the restrictions could mean phased cuts of about £12 million, half on education. Newcastle had previously warned it might have to shed 650 teaching jobs if it was rate-capped.

Liverpool faces a deficit of £29 million this year. With rate-capping it could face cuts of at least a further £20 million next year, according to leader Mr John Hamilton. The council is being told to reduce its spending to below this year's budget.

In Haringey the Government's spending limit has been set at £136 million compared with anticipated spending of £164 million this year. Education chairman Mr Bob Harris said the council was not anxious to say what the effects might be in view of the l.e.a.'s success in not making cuts this year.

However the £1 million phase II of Haringey's further education college could be particularly vulnerable if cuts do have to be made.

In all the authorities the position is complicated by the effects of abolition of the upper-tier county authorities in May, along with redistribution of the advanced further education pool. The Government has not yet said how much money will be available to authorities to compensate for the changes.

Research by Lois Rodgers

AFE contributions to be reassessed

Plans to change the way each local authority's contribution to the cost of advanced further education is calculated were announced last week by Sir Keith Joseph, the Education Secretary.

The proposals involve a move from the current 10-year-old formula, which bases contributions on school population and non-domestic rateable value, to one based on the number of AFE students belonging to the area.

The change was forced on the Education Secretary by a High Court judgment in June. The court ruled that his decision not to change the "pooling" formula in 1985–86 was unlawful and that the rateable resources of an authority were not a relevant considerable in working out its contribution.

Now the Inner London Education Authority, which won the case against the Government, will have to pay some £25–30 million less into the AFE "pool". But other authorities such as Surrey, with a very high number of student residents, will pay more.

Changes in local authority contributors are, however, likely to be reflected *in adjustments to their grant-reinted expenditure assessment (GREA), the figure which now determines how much grant they receive from central government. Thus l.e.a.s contributing more will not be penalized through loss of grant and those contributing less will not gain.*

Only the ILEA – which spends so much more than the Government thinks it needs that it gets no grant at all – will benefit directly.

Mr Steve Bundred, who chairs ILEA's finance sub-committee, hailed the Education Secretary's announcement as a "major victory" that went "some way to offsetting the huge sums of money which the Government has robbed from Inner London in the last five years".

The proposed changes in the pooling formula will be sent out to the local authority associations for consultation later this month and Sir Keith will then incorporate them in regulations in the autumn.

Steve Bundred

ILEA faces £43m cut

The Inner London Education Authority reacted cautiously to the news of a Government-imposed spending level for next year some £43 million lower than its current budget.

Sir Keith Joseph told the Commons that the new, directly elected authority – which will automatically be rate-capped for the first three years of its existence – should spend £902 million in 1986–87, compared with £945 million this year.

The cut is not as drastic as it seems because most of it is accounted for by proposed changes in the "pooling" arrangements for polytechnics and colleges (see "AFE contributions to be reassessed"). The ILEA is expected to have to contribute £25–30 million less under the new system and that has been reflected in lower spending.

After adjustments, the actual cut in ILEA's budget is 1.5 per cent (£14 million) although the real cut could be much larger, with inflation running at 7 per cent.

Mr Steve Bundred, who chairs ILEA's finance sub-committee, said it was too early to say precisely what the effect of the new spending level would be.

The announcement about ILEA's spending has two curious aspects. First, it is the only rate-capped authority to have its spending level set by the Education Secretary, not the Environment Secretary. Secondly, the spending level has been announced to the present authority, which consists of GLC councillors and inner London borough nominees, but the budget to which it relates will actually be implemented by the directly elected members who take office in May 1986.

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NEWS

Too much homework can 'create stress'

by Richard Garner

Too much emphasis on homework can increase tension in the classroom, it was claimed this week.

The National Association of Schoolmasters/Union of Women Teachers counsels against devising a national policy for homework.

In its response to the Department of Education and Science's discussion paper on homework, it says it is "totally opposed" to any policy which is based on the assumption that homework should be compulsory.

The union welcomes the paper's acknowledgement that a number of pupils' activities outside school can contribute to social and personal development.

It adds: "Some pupils, moreover, find the homework that is set too difficult, refuse to do it and develop a sense of inadequacy. Often this causes tension in the classroom and the overall effect is to call into question the value of the homework and its effectiveness in contributing to a pupil's education."

The union goes on to stress that a pupil's home environment can cause a major problem – in that some homes may not be "conducive to systematic independent study".

It stresses the problems caused by different parental attitudes towards homework, adding: "Some parents attach an undue importance to homework and link it to their children's achievements and performance to a degree which is not borne out by the available evidence.

"Other parents are indifferent to whether or not homework is set, see little value in it, and make little or no attempt to take homework seriously.

The response also goes on to point out that an increase in the volume of homework set will lead to an increased need for extra textbooks.

Harry Golombek at *The Times* British Schools Chess Championships

St Paul's make experience count on way to the title

With the four best teams qualifying for the finals, out of the 500 schools which took part, play at the St Ermins Hotel, London was bound to be well contested and of high quality.

In fact, the first of the semi-finals between St Paul's and King Edward VI School, Southampton, showed the strength of the highly-favoured London side who had a crushing win by 5–1. It must be very dispiriting for any school to play against St Paul's since the team is so very young, as well as talented, that opponents have to score very highly to overcome the disparity in years.

Surprisingly in this match the highly-talented Nicolas von Schlippe lost his game on the first board. However, the remaining St Paul's team surmounted this handicap in no uncertain fashion to achieve the following individual results (with St Paul's names first):- von Schlippe 0, Arney 1; Harry Dixon 1, Otway 0; Michael Ross 1, Godber 0; Michael Arundale 1, Pillay 0; Ali Montazavi 1, James 0; and David Stevenson 1, Herlon 0.

In the other semi-final Nottingham beat Newcastle by 3½ to 2½.

Then in the finals St Paul's again showed their strength by defeating the title-holders by 4½ – 2½. Individual results with St Paul's names first were von Schlippe ½ Chris Dunworth ½; Dixon 1, Derek Blecher 0; Ross 1, Richard Burgess 0; Arundale ½, Richard Billington ½; Montazavi 1, Simon Eastwood 0; Stevenson ½, Philip Sanderson ½.

The lively game on third board in this match was awarded the three for the best game in the finals.

St Paul's also won a prize for the second best played game with Harry Dixon's game on the second board.

White Blecher; Black Dixon

French Defence

1 P–K4 P–K3 2 P–Q4 P–Q4 3 N–Q2 N–QB3 4 N–K2 B–K2
5 P–KN3 P–QN3 6 B–N2 B–R3
7 P–QB3 Q–Q2 8 0-0 P–KR4
9 R–K1 N–B3 10 P–N3, White wrongly ignores Black's attack on the Kingside, instead of this move he should play
10 P–KR4.
10 .... P–R5 11 KP×P KP×P 12 N–KB 4 P–KN4 12 N–K2 P×P
13 BP×P 0–0–0 15 P–B4, P×P 16 B–N2 N–KN5 17 N–KB3 N–K6
18 Q–B1 N×B 19 K×N P–N5 20 N–B1 Q–Q4 ch 21 K–N1 B×N
22 N–B4 B–KN4 White resigns.

Virginia Makins on the scheme that is to replace the Microelectronics Education Programme

Waving a tearless farewell to the MEP

The national Microelectronics Education Programme (MEP) will have few mourners when it comes to an end next March.

Microelectronics and computer experts have welcomed the new central Microelectronics Unit announced by the Government last week, and the subsidy to help local education authorities buy software for schools.

But they are concerned that the £2.2 million allocated for next year is only just enough to consolidate work done so far.

When local authority spending is so tight, the l.e.a.s. alone cannot sustain the continuing development of software and materials that is needed to carry the development of microelectronics in education further.

There is general recognition that MEP – whose elaborate regional organization was not always found useful by l.e.a.s. – should now end in its present form.

"MEP has performed useful functions as a pump-priming operation. But there has been a lot of waste and duplication", said Mr Bryan Weaver, chairman of the National Association of Advisers for Computers in Education.

Advisers are pleased that the new support unit is closely geared to the needs of l.e.a.s, and that it is focused on what they consider the important priorities.

The new unit will provide a central information service, organize training

Richard Fothergill

Bill Tagg

to keep teacher trainers up to date, and sponsor some curriculum development materials. It will also continue MEP's work in special education.

Its managing board will be chaired by an l.e.a. representative, and will include representatives from industry and from the curriculum development and examining councils.

"It looks very hopeful: it's targeted at the right areas, and the strategy is good", said a county adviser.

The additional £3 million subsidy over the next three years, announced by the Department of Trade and Industry to help buyers of educational software, was also welcomed.

Educational publishers that have ventured into school software – particularly software for specialist subject teaching in secondary schools – are finding a very limited market when capitation is very tight.

"Subsidizing the consumers, rather than the producers, is a healthy way of going about it", said Dr Bill Tagg, director of MEP's Chiltern region which, along with its original Hertfordshire advisory base, is a big producer of software.

The subsidy may prove essential to keep commercial software producers in business over the next few years. But it may still be difficult for publishers in the private sector to justify spending large sums on software development, when the market is still so limited.

But other experts believe that there is still a need for some nationally funded development centres for software to maintain close links with curriculum development and in-service work.

They also believe that some national funds should be provided to start to exploit the power of up-to-date (and increasingly cheap) microcomputers, and other new technology, compared with which the machines now in schools are extremely limited.

With MEP's demise, five development centres may have difficulties in surviving, and will certainly have to reduce the scale of their work.

Three of them are concerned with software development for the mainline curriculum: the Computers in the Curriculum unit at Chelsea College (given some £250,000 a year by MEP), the ITMA unit in Plymouth and the unit at Homerton College, Cambridge (each with about £50,000 a year from MEP).

Other centres at Salford, Sunderland and Washington are concerned with control technology and microelectronics – both central to the development of modern craft, design and technology, which the Government sees as a high priority. Another unit backed by MEP, whose work has been widely praised, is Reading University's centre for music technology.

MEP's director, Mr Richard Fothergill, is also worried that the overseas consultancy work, which has steadily grown throughout the programme's six years, will disappear – although it may be essential in developing the export potential of materials.

The fate of the 14 regional MEP centres will depend on the value placed on them by contributing l.e.a.s. The more powerful and successful ones may well survive in some form, and certainly the cooperation between l.e.a.s engendered by MEP's regional organization is likely to continue in many areas.

Biddy Passmore reports on the reaction to the Prime Minister's suggestion that parents should be given more financial power over their children's education.

Assisted places 'increasing educational barriers' – Freud

The Prime Minister's claims that the Assisted Places Scheme broke down the barriers between the state and private sectors of education has been fiercely attacked by Mr Clement Freud, Liberal education spokesman.

On the contrary, the scheme was "further advantaging those already high in educational capital and creating greater disparities between the state and private sector.

"To expand the scheme would represent the final triumph of ideological prejudice over educational evidence."

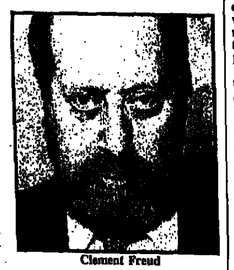
Mr Freud, who is well-versed on the scheme through parliamentary questions, said it was launched to rescue the bright, academically gifted child from the inner-city.

Yet 31 per cent of the children attended private schools at the time of their selection and few of the parents had manual occupations.

"I suspect", he remarked, "that the single parents are more likely to be middle-class divorcées than inner-city council dwellers."

He contrasted the plight of state schools, where capitation could not keep pace with inflation and where some buildings were crumbling away, with the average 8 per cent increase in fees allowed for schools taking part in the Assisted Places Scheme.

"The scheme is not a bridge between the two sectors", he said. What the scheme does is give Government backing to middle-class fears of comprehensivization".



Clement Freud

The shape of things to come . . .

Britain in the year 2000 should have a system of "independent, separate schools", directly accountable to parents and free to manage their own budget, Mr Bob Dunn, junior education minister, said at the weekend.

This was likely to be achieved not through one measure but through several running concurrently, Mr Dunn added. He described the Assisted Places Scheme as "a step in the right direction" and suggested that further options were:

☐ the reintroduction of some form of direct grant;

☐ a re-examination an of access scheme which would give purchasing power to parents (he did not use the word "voucher");

☐ greater financial devolution to schools, with each school free to work within an annual budget.

These measures, which he described as "gentle, evolutionary steps", were set out in a speech to the International Symposium of the Open Society at Queen's College, Cambridge.

Government looking at direct grant scheme

Sir Keith Joseph has poured cold water on two of the Prime Minister's three pet schemes for extending parental choice.

But the Education Secretary has confirmed that ministers are looking at the introduction of a direct grant scheme.

"The DES has, at my request, been exploring the possibility of a limited experiment with the restoration of direct grant schools," he told MPs cautiously before the recess.

He virtually ruled out, however, an expansion of the Assisted Places Scheme or the introduction of vouchers. There had so far been no money for the former and the DES had concluded the latter was "impracticable", he said.

Sir Keith, who was giving evidence to the Commons select committee on education, explained Mrs Thatcher's remarks during a recent Channel 4 programme, *Diverse Reports*, as evidence of her "passion" to secure better schools.

But there is no doubt that her outburst caused surprise and embarrassment at the DES, where work on a limited direct grant scheme is still at a very rudimentary stage.

"We were just circulating papers till she went on telly", one of those involved said.

The proposals under discussion would not involve the old direct grant schools, many of which have now joined the Assisted Places Scheme. Instead, they envisage the setting up of primary or secondary schools by groups of parents or charitable trusts. They would probably use existing buildings made redundant by falling rolls.

The schools would attract a per capita grant from the Government. Parents who could afford to do so would top up the school's income by paying fees; other places might be free.

The schools would not just be intended as grammar school alternatives to inner-city comprehensives, it was stressed this week. They might well be village primary schools or themselves comprehensive.

Examinations dominate graded test teaching

An HMI survey of the effects of graded tests in modern languages in Leeds has shown that the teaching was too exam-orientated.

Test syllabuses were often used as teaching syllabuses, the Inspectors discovered. The main drawback of this was that the tests did not encourage the use of the foreign language by either teacher or pupil, except in role play and pair work.

"Good method is more important than graded tests", the Inspectors stress. "Entering pupils for the tests at the appropriate moment so that they are more likely to be successful is a better way of improving motivation than entry in lock-step because high failure rates in French are not likely to be motivating".

The disappointing results in the French tests taken in 1983 make it clear that secondary schools especially do not take enough account of pupils' progress before entering them, the Inspectors say. Only just over half of the pupils from secondary and high schools passed levels 2 and 3 in French, for instance.

But the much better results achieved by middle schools – with 81.5 and 89 per cent getting through – suggest that they are more selective in their entrance policies.

The survey, which covered 27 schools, also found that the successful in German was uniformly high at all levels in the secondary schools. The must augur well for the future of German in these schools, the Inspectors say.

The report notes that the availability of graded tests has improved the motivation of some pupils. "Pupils like to receive certificates and parents are pleased when their children are presented with them", it says.

The Inspectors conclude that graded examinations are not a guarantee of sound methodology but that there is good work going on. Now more needs to be done to improve pace, progression and teaching methods.

Last week HMI reported that modern language teaching in the sixth form was also too exam-orientated.

Ethnic background of teachers to be monitored

by Diane Spencer

The Government is to monitor the ethnic origins of teachers and students in teacher training, Sir Keith Joseph told Parliament last week.

The Education Secretary said he intended to set up a working party in the autumn to find out how the exercise – suggested by the Swann Report on the education of ethnic minority children – should be conducted. He was also considering an interim report from a working group on the collection of ethnic statistics on school pupils.

"I am aware that there is particular concern about the implications of the collection of such statistics by central government," he said.

A consultation paper will be issued by the DES inviting views on the reasons for the "apparent under-representation of ethnic minorities in the teaching force and on ways of countering this".

The School Curriculum Development Committee and the Secondary Examinations Council have agreed to cooperate on multi-ethnic matters Sir Keith told the Commons.

The Education Secretary also intends to remind the Council for the Accreditation of Teacher Training of Swann's recommendation that all teacher training students should have the chance to practise in a multiracial school.

During the current financial year, £1m is being spent on 40 pilot projects assessing the education system's response to ethnic diversity. A further £1m in Education Support Grants will be available for new projects in 1986-87, Sir Keith said.

Discussions were already under way with the local authority associations on the possibility that the in-service training grant scheme should, as Swann said, be extended to include training for a multiracial society. "I shall propose this formally to the associations in the autumn," he said.

Modern reading schemes praised for their content

by John Bald

A spirited defence of reading schemes was made last week by Mrs Betty Root, president of the United Kingdom Reading Association.

Speaking at the association's annual conference at the University of Reading, she argued that modern reading schemes were an attractive and practical resource for teachers and that they often contained better stories than books which had come to be accepted as "literature".

It was rare for teachers to limit the reading experience of children to a single scheme, or to persist thoughtlessly with the same scheme for years on end. New schemes, on the other hand, were often based on close collaboration between publishers and reading researchers and were more effective in improving professional practice than most forms of in service training.

A good reading scheme, Mrs Root said, offered a carefully constructed reading experience, with familiar and consistent locations and characters which helped children by "manipulating a situation in which they cannot fail". A very high rate of success had been established as a prerequisite of good practice with young children, and the language of many of the attractive books which were presented as an alternative to reading schemes could on closer examination be too difficult to be of any use to them.

She attacked those who "without authority" were going into schools and criticizing teachers for using materials which were often very well suited to their purpose, and was worried about "people who think that the way they believe in is the only way". One new head teacher, she said, had actually burned the books in his school's reading schemes because he couldn't stop the teachers from using them. Mrs Root called for greater tolerance and moderation in discussion of reading and for more support for teachers.

Analysis of schemes which had failed to catch on revealed poor marketing as an occasional pitfall as well as such esoteric theories of reading instruction as the placing of coloured shapes over words and of cards with single letters on them around children's necks. One scheme which Mrs Root felt had not been adequately promoted was Scott Foresman's *Read Systems*, which was, she said, well written and well illustrated, and one of the earliest schemes to reflect a multi-ethnic society.

Reading centres also had an essential role in making teachers aware of new material. No fewer than five publishers had major new reading schemes in preparation. This, she said, indicated their continued faith in the reading scheme as a resource for teachers.

She singled out for praise the work of Sheila McCullagh, whose output includes *One, Two, Three and Away! Humming Birds* and *Puddle Lane*, an important new scheme for Ladybird books, which is intended eventually to replace that publisher's famous but much-criticized Key Words Reading Scheme. This was first published in 1964, and will continue to be available for the time being.

Government to spend £½m assessing science

by Hilary Wilce

Half a million pounds is to be given to the Association for Science Education to evaluate the effectiveness of primary science projects funded by Education Support Grants.

The three-year assessment of the work due to start in 56 local education authorities from this September, was announced by Mr Robert Dunn, education junior minister, last week.

Speaking to an international meeting of secondary school teachers in Cambridge, Mr Dunn said too few primary pupils in this country were systematically introduced to science, and the greatest obstacle to progress was the lack of science knowledge among teachers.

The International Federation of Secondary Teachers, known by its French acronym, FIPESO, was meeting to discuss science and technology teaching.

Mr Dunn said policy developments on school science in Britain had two main implications. The first was the need to reduce the factual content of science syllabuses. "That is a hard thing to do since it is always difficult to change well-established patterns of work, but if it is not done we shall fail to improve our science education in the way we need to."

The second implication was the need to reorganize science teaching away from teaching physics, chemistry and biology separately towards new ways of combining or integrating the subjects.

The 100 delegates from European countries and a few others, such as Japan, the Ivory Coast and Canada, were left in no doubt that relations between the Government and teachers in this country were at a low ebb.

Mr Derek Dutton, president of the Secondary Heads Association, which co-hosted the conference with the Assistant Masters and Mistresses Association, told Mr Dunn that the ideas outlined in his speech "would all come to nought" unless more money was forthcoming for education.

Teacher unions in 13 countries responded to a questionnaire on science teaching, prepared for the conference. Wide variations in the place of maths and science on the curriculum were reported, but respondents were virtually unanimous in complaining that teacher training and in-service training were outdated and inadequate.

Virginia Makins reports on a primary science and technology conference

Stretching the limits of scientific skills

"Using all or some of the materials provided, construct a system that will lift a bulb when a marble is released from the top of an inclined soft board and extinguish the bulb when it reaches the bottom. The bulb should stay alight for as long as possible . . ."

This, and two other similar problems involving technological problem-solving with paper clips and elastic bands and plasticine, set a recent conference in Brighton on primary science and technology buzzing with enthusiasm, according to its organizer, Mr Bob Tiffin, from Brighton Polytechnic.

Participants in the conference, set up by South East Forum, one of the Science and Technology Regional Organizations (SATROs), also worked alongside children in "mini-classrooms", investigating water and energy, building machines with wood and card, and playing with technical Lego.

Professor Wynne Harlen from Liverpool University told the conference that thinking on primary science had moved a long way from the "rather emotive child-centred movement of the 1960s", when processes and attitudes were seen as all-important and curriculum content less so.

Now that science was seen as one of the basics of the primary curriculum, we should be clear about the scientific learning we want to bring about, she said.

Scientific skills, such as observing, interpreting, and making and testing hypotheses, cannot be deployed without some content, and the content affects the way in which the process skills develop.

Unless the content is right, there may be a "vicious closed circle in which children's own existing notions limit their ability to test these ideas scientifically".

Professor Harlen suggested that looking at the misconceptions of secondary pupils, it should be possible to identify a small number of "truly basic ideas" that would provide a real scientific foundation for primary pupils.

But she warned that "there is no short-cut to concept development. No teacher can put ideas ready-made into children's minds."

Tests developed by the Assessment of Performance Unit (APU) had shown that while children were good at classifying objects according to observable features, they were much less good at explaining in a logical way why an object fitted into one group rather than another.

They had difficulty with questions asking which of several conclusions was supported by some given evidence. They were better at solving problems and making predictions than at giving explanations or reasons for their answers.

When making investigations, children left out many important features of "the scientific approach". They failed to control variables, to make measurements, or to repeat observations to check their findings.

An APU survey found that teachers gave low priority to children deciding problems for themselves, designing experiments and identifying variables, examining their work critically, and incorporating controls in experiments.

Instead they concentrated on the making of observations, the production of written records, the following of written instructions, and the drawing of conclusions.

Professor Harlen said that the priorities now should be to identify the basic scientific concepts we wanted children to acquire.

We should make sure that there was plenty of practical exploration of simple everyday phenomena, not confused by complex equipment, and we had to allow time for children to use their own ideas, make mistakes, and try again.

Technical problem-solving, such as this experiment with electricity, set the conference buzzing.

Control-line builders got to grips with simulated classroom experiments – here showing an investigation of water and energy.

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Benefits of bilingual teaching

by Sarah Bayliss

The value of school-based research and training for teachers, especially in multicultural education, is firmly underlined by a study into bilingual teaching in infant classrooms.

Based in Gravesend, Kent, the project began as an experiment, when a Punjabi-speaking teachers' aide was employed to work alongside teachers in reception classes. She took part in all the classroom activities, using Punjabi as her main language.

The professional skills of the class teachers were enhanced and two or three years later the school employed a Punjabi-speaking nursery nurse in its new nursery centre. But a major research finding also emerged: over nine months, the Punjabi-speaking pupils improved significantly in their command of English "in contradiction to the popular myth that being taught in both English and the language of the home may somehow hinder the acquisition of English".

Writing in the summer issue of the NUT's *Primary Education Review*, Mr Colin Vaughan, warden of the Gravesham Teachers' Centre, argues that similar school-based studies might strengthen the case for mother tongue teaching.

He points out that the Plowden and Bullock reports of the 1960s and 1970s both looked at the teacher as a researcher. He considers it "a great pity" that the Swann Report failed to develop the idea and accuses him of "elitism" by writing as if all research and training went on in universities and colleges.

He claims that the kind of research which Swann alludes to is the "mass measurement and generalization" kind which has been "utterly useless" to teachers working in the classroom.

The NUT *Review* – which has language as its theme – also contains an article by Mr John Puncher, general inspector for primary education in Surrey, who examines attitudes to poetry and the fact that HMI surveys have always found few pupils with an opportunity to listen to poetry.

Poetry, he says, will remain a Cinderella subject unless schools develop a language policy with literature at the heart of it. Poetry should not be limited to oral comprehension exercises nor should children be "obsessively directed towards the meaning of poetry".

Instead they should be encouraged to write their own poetry and to enjoy listening and reading it aloud to other children.

Richard Garner reports on the Professional Association of Teachers' conference at Guildford, Surrey

Teachers need new salary review body – SDP leader

Social Democratic Party leader Dr David Owen called for a pay review body for teachers similar to those set up for top public servants, the Armed Forces, nurses, doctors and dentists.

But he warned that unions should be prepared to negotiate a new "teachers' charter" which would include provision to remove security of tenure from the country's headteachers.

A review body would have awarded teachers a 7 per cent increase this year based on comparability figures. "Government would be obliged to honour awards and the present safeguard clause in review bodies' tough terms of reference would allow abatement only in exceptional circumstances."

Dr Owen added: "If the teaching profession opted for the review body procedure . . . rather than continuing with direct negotiations, they would at one stroke establish their public standing as a profession.

"In return for such a formula, however, teachers would have to be prepared to settle for a virtual no-strike agreement."

If teachers opted instead to continue to seek negotiated pay settlements, they could opt for a system which ended up at "pendulum arbitration" – a system advocated at both the PAT and the National Association of Head Teachers' conferences this year – whereby arbitrators fix upon either the unions' claim or the employers' offer.

Dr Owen said there was a need for a new teachers' charter and for the Burnham Committee to be scrapped or restructured to allow pay and conditions to be discussed together.

He said parents would be prepared to "dig a little deeper into their pockets" if they felt the quality of teaching was going to be improved.

"What parents and the public want to be assured about is that there is an effective system of monitoring and improving the quality of teaching, and a pay structure that rewards and keeps those talents where they are needed – in the classroom," he added.

"Parents know a headteacher whose commitment and quality falls off becomes very quickly a liability and that there must be an easy way and a fair way of ensuring that they do not continue as a headteacher."

Questioned by Mr Graham Leon-Smith, a headteacher from Hillingdon who warned that such a mechanism would further increase the prospect of local education authorities making "political" headteacher appointments, Dr Owen spoke of the need for outside independent representation on headteacher appointment panels.

"If you are well paid, and I think headteachers should be a lot better paid than they are, then I think you can't expect the same system of tenure," he went on.

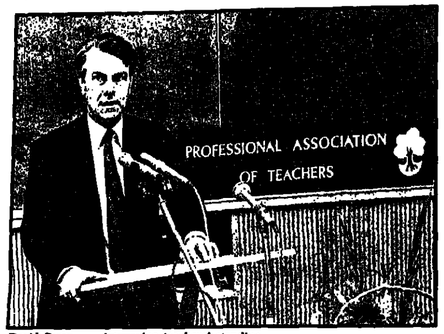
"I have seen so many schools dramatically transformed by a change of head," he said. "I'll pay you generously in redundancy terms, but I absolutely insist that you've got to get rid of poor headteachers."

Dr Owen also warned that the Government seemed intent on cynically sitting out the teachers' dispute in the hope that increased militancy by teachers would lead to a lack of public support for their case.

He said the withdrawal of goodwill from schools had been more damaging than the days lost through the strike action, adding: "The strike has been sustainable – more sustainable than some people thought – because many teachers felt that the pay offer was a culmination of a long series of insults and deliberately inflicted damage."

"The headteachers have acted well beyond the call of duty in keeping the schools open and running this year. They have been daily subject to intolerable pressures from all directions – desperate and militant teachers, buck-passing local authorities, bewildered parents.

"We are all expecting a lot if we hope the heads can perform the same miracle again next year."



David Owen . . . improving teachers' standing

Motion against Government is defeated

A motion declaring that the Government had no real interest in state education was heavily defeated at the conference.

Speaking for the motion, Mr Oliver Smith-Boyes, from West Chillington county first school, West Sussex, said £6 billion had been estimated to have been spent on the miners' strike. "That will do nicely, thank you. It would give us at least a 45 per cent pay increase. It should pay for books and nursery education."

He added: "I believe this Government is neither just nor compassionate nor concerned with people's good."

However, Mrs Christine Early, from the Inner London Education Authority, complained of the "blackmail tactics" of other teachers' unions, adding: "I suspect it is not Her Majesty's Government but a substantial proportion of the profession which has no real interest in education.

Mr Bryan Round, PAT treasurer, added: "They (the Government) do have a real interest and their interest is to make it a better service. They believe that the sole ingredient should not be to pour more money on the present service.

"I don't think Sir Keith is the best thing since sliced bread but I do think he is a man of integrity."

The motion was defeated by 141 votes to 30 with 18 abstentions.

Backing for no-strike agreements

A motion calling on the Government to introduce a no-strike agreements for the entire teaching profession was agreed by the conference by the surprisingly narrow majority of three votes.

The motion, which called for the deal in exchange for a guarantee that teachers' pay increases would be comparable with other professions, was agreed by 81 votes to 78 with 21 abstentions on the first count. A recount confirmed a three vote majority for it.

But Mr Colin Leicester, co-founder of PAT, which pledges never to take strike action, opposed it. "Our decision came from our consciences and it came from the heart. We don't need a carrot dangled before us to take that step of not striking.

"We didn't need to go to the Government to say if we don't go on strike can we have something back in return. That's immoral."

Mr Bryan Round, the union's honorary secretary, said: "If we do have a no strike agreement those who now strike would still find ways of disrupting education by withdrawal of goodwill. In any case, if you advocate this, it will mean the end of PAT."

Mr Peter Dawson, PAT's general secretary, said that the decision would mean that the union would be seeking a no-strike deal as part of the discussions on restructuring of teachers' salaries.

Numbers rise

PAT membership in England and Wales has increased by more than 33 per cent over the past year to more than 30,000, Mrs Dorothy Womack, this year's chairman of the union, told the conference.

Mrs Womack, who is head of Highfields special needs school in Ely, Cambridgeshire, added that paid up membership in Scotland had increased by more than 75 per cent – to almost 4,000.

NUT pay strategy 'part of drive to bring down Thatcher'

Teachers are in the forefront of a TUC-led campaign of public sector disruption designed to bring down the Government, Mr Peter Dawson, PAT general secretary said yesterday.

The National Union of Teachers' strategy in this year's pay battle had been devised to make a pay settlement impossible, he said in his address to the conference.

"The political strategy of those who lead the dominant teachers' union has little to do with teachers' pay and a great deal to do with political power.

"Their intention is clear. They are going to carry the present dispute forward and turn 1986 and 1987 into such years of discontent as to bring defeat on the Government in the General Election which is beginning to loom over the horizon.

"Whether that would be a good or bad result seems to me not to be the point. It is the use to which teachers' pay negotiations are being put that worries me.

Mr Dawson cited, as evidence of his claim, remarks by Mr John-Pearman, Labour leader of the employers' side during the last abortive period of negotiations.

He quoted Mr Pearman at the end of the July 16 breakdown meeting as saying to the teachers: "The authorities . . . cannot wish the Government out of office – they can wish, but it will not do any good, because the only way that can happen is through the ballot box and we are some time away from that opportunity, and I hope we are not going to be that far away from solving the problems of the education service, or God help us . . ."

Mr Dawson added: "If that is the long-term strategy of what is unfolding, then I understand it, but I think it is bitterly short-sighted, because I do not believe that it will be the basis of enhancing the education service for which we are responsible."

He said that other unions had been "dragged into industrial action against their better judgement.

"As long ago as February, the leader of the second largest union Mr Fred Smithies, general secretary of the National Association of Schoolmasters/Union of Women Teachers, was arguing in the teachers' panel that resort to disruption was likely to achieve little or nothing."

Mr Dawson continued: "So it appears my reading of events is not mine alone. Indeed, when you think about it, my interpretation of the strategy that is unfolding isn't all that surprising.

"The fact that one of the imminent contenders for the chairmanship of the TUC is none other than Fred Jarvis (NUT general secretary) adds another dimension to the situation.

"The lines for a TUC-led campaign of disruption in the public sector to bring down the Government, with teachers making the running, begins to look all too likely."

Mr Jarvis commented yesterday: "Peter Dawson is behaving like a hysterical poodle yapping at shadows from the safety of the sidelines. He has constructed an absurd fantasy which NUT members and indeed most teachers will find laughable." The NUT did not want to prolong the dispute but did want a just settlement and was "not in the business of electing or toppling governments."

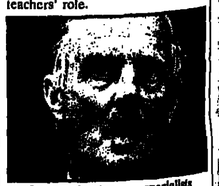
Peter Dawson . . . continuing dispute

Support for parents

The conference agreed a motion welcoming the increasing involvement of parents in their children's education – including helping in the classroom – despite a strong plea from Mr Colin Leicester, PAT's co-founder and vice-president, to reject the move.

He said: "I believe we are specialists – like, surgeons or a judge. If a parent should come into my classroom (invited by somebody else, she would not have been invited in by me), I would have taken her by the shoulders and shown her the door. Can you imagine any parent going along and helping a surgeon with an operation on their child?"

However, Mrs Shirley Firth, from Cambridge, replying to the motion, said that parents in the classroom were doing tasks which supplemented the teachers' role.


Colin Leicester . . . specialists

New truant law urged

A call for new legislation to define parents' responsibilities for their children's discipline was approved by the conference.

The motion called on the government to take positive steps to enforce existing laws on school attendance – for instance by taking the parents of truants to court.

It also called for further legislation which Mr Ron Chadwick, from Staffordshire, proposer of the motion, said could be along the lines of the present French system – where child allowances are withdrawn from the parents of children who absent themselves or are excluded from school.

Teaching council plan endorsed

A call for a general teaching council to control entry into the profession and ensure the maintenance of standards was overwhelmingly endorsed by the conference.

PAT has suggested a 100-strong council – 75 per cent of whose members should be practising teachers.

Of these, there would be no more than one representative of each teachers union – with the rest of the places being directly elected to include one representative of each sector of education elected on a regional basis.

The remaining 25 places would be filled by representatives of such bodies as the local authorities, Department of Education and Science, the universities, polytechnics, churches and the independent sector.

Mr Peter Dawson, general secretary of PAT, in his address to the conference, endorsed the need for a general teaching council when he said: "It is not more central control of education we need.

"It is greater power for the teaching profession to control its own affairs, and put its own house in order: to determine standards of entry to, and performance within, its own ranks: in short, to be responsible for itself and to be answerable for the consequences of that."

He said teachers were "publicly lectured about the state of education day after day", but there was no adequate mechanism for them to ask the questions they wanted to ask and get the answers that made sense.

Mr Dawson added: "Nor do they have the power to put things right if they could. Our profession would be able to do that if properly designed general teaching council existed."

Mrs Jean Davies, from Shepway, proposing the motion supporting the council, said the University Council for the Education of Teachers had ignored PAT in calling together representatives of five other recognized unions to discuss the format for such a council.

L.e.a. loses fixed-term contract case

by Richard Garner

An industrial tribunal has ruled that Hereford and Worcester County Council acted illegally when it ended 200 fixed-term contracts last year without consulting the National Union of Teachers.

In a statement which could have important repercussions, it has pointed out that any authority considering axing more than 100 teachers on fixed-term contracts must allow for a three-month consultation period with the unions.

Until now, the employment protection legislation specifying that there must be three months' consultation if more than 100 employees in an establishment are to be made redundant has been interpreted as applying to only those cases where 100 teachers in a single school are to lose their jobs.

Last week's industrial tribunal ruling in Birmingham specifically states that the word establishment should be taken to mean local authority in the case of teacher redundancies.

At the hearing, Hereford and Worcester sought to argue that – since the teachers were given no promise of future employment once their contracts were at an end – they were, in effect, given notice when they were hired.

The tribunal rejected this argument and made a protection order giving compensation to the 200 teachers concerned – the same action that another tribunal took earlier this year when it ruled that Solihull Council should have consulted over the non-renewal of fixed-term contracts.

Following the hearing, teachers' leaders and Hereford and Worcester Council representatives are to meet today to discuss a new move by the council not to renew the contracts of 190 teachers on fixed-term contracts.

Employment protection legislation states there should be a 30-day consultation period if more than 10 employees face redundancy in an establishment and 90 days if it is more than 100.

School trip safety drive mounted

by Hilary Wilce

A national training scheme is to be launched to give teachers and voluntary youth workers the basic skills of outdoor leadership.

The scheme will concentrate on such fundamental questions as correct clothing and equipment, safety procedures in bad weather, how to deal with heat exhaustion and hypothermia, and emergency responses.

Although planned before the Land's End tragedy which claimed the lives of four Buckinghamshire boys the drive to raise safety standards has been given new urgency by the disaster.

The Central Council of Physical Recreation has asked the Government for £230,000 to launch the scheme, £100,000 of which would be for grants to groups in deprived urban areas.

Mr Peter Lawson, the council's general secretary, is optimistic about his chances of getting the money. "It has long been clear that there is a very important need to give voluntary enthusiasts some basic qualifications and confidence in handling groups of children in open country."

Some youth leaders did unbelievably stupid and foolhardy things, he said, such as going out without proper equipment.

Two pilot schemes are being run in Yorkshire to establish how to organize the new courses, which are likely to be either a fortnight long, or run over four weekends. Successful participants will be awarded a certificate by the CCPR.

Meanwhile the West Cornwall coroner, Mr Derrick Pepperell, has written to Buckinghamshire education authority with three recommendations, following the inquest into the four schoolboys who drowned.

He suggests that school trip organizers should exercise tighter control and supervision over children; that adult helpers who are not teachers should be given detailed instructions about their supervision responsibilities; and that teachers should make advance visits to any potentially hazardous areas on a school trip's itinerary.

The recommendations have been set out in a letter to Mr Charles Garrett, the director of education, who is to conduct a departmental inquiry into the tragedy next month, with Mr David Pullen, the county solicitor and secretary. A report of the inquiry is to be made public at a meeting of the schools sub-committee.

A spokesman for the Department of Education and Science said this week that it might consider revising its safety guidelines in the light of this inquiry. The guidelines are not mandatory, and only issued for advice.

Mr Alec Askew, the 61-year-old head of Stoke Poges Middle School, who was in charge of the school party at the time of the disaster, resigned last week, and will take early retirement. This week he said it was "in the best interests of the school".

"It was not because of the parents or the school authorities, but because of the media, especially the things that were said following the inquest. I do feel very deep grief and I'm very sad."

Bereaved parents are considering legal action, and the county council is anticipating claims against it by parents.

Getting their breath back: the North Vancouver youth band brought their UK tour to a climax last Saturday by performing in Trafalgar Square. During the three-week tour the young Canadians visited Shrewsbury, Aberystwyth and Portsmouth.

SDP seeks more cash for science

Britain would end up simply as a manufacturing base for European and American corporations if it did not invest more in science, Mr Michael Hancock MP, SDP spokesman on education and science, said last week.

Referring to last week's highly critical report on the science budget by the Commons Select Committee on Education, Mr Hancock said scientists were leaving for better research opportunities abroad.

For a science graduate, the Prime Minister had shown remarkable lack of concern for her subject, he added. Any economic recovery programme had to have adequate funding for scientific research.

The Select Committee report recommended that the DES's science budget be increased by at least 3 per cent above the rate of inflation for the next five years and said the Department should no longer be responsible for superannuation payments, restructuring costs and international subscriptions.

Susannah Kirkman reports from the Centre for the Study of Comprehensive Schools conference

Comprehensives told how to combat their opponents

Comprehensive schools still needed defending against critics who thought they were second rate, Dr David Hargreaves, chief inspector to the ILEA, warned the Centre for the Study of Comprehensive Schools conference at York last week.

Although they had survived the attempt to reintroduce grammar schools, they were now under threat from the Prime Minister's desire to recreate direct grant schools. The Government wanted to set up a bipartite system with "private schools for the rich, and unresourced state schools for the rest" Dr Hargreaves said.

The failure to give teachers adequate salaries had been a terrible blow to morale, and the 32 per cent rise promised for the DES Permanent Secretary as part of the top people's pay increase was "an end-of-term stab in the back," protested Dr Hargreaves. "Some of the traditional goodwill of teaching staff will have vanished for ever."

The best way to defend comprehensive schools was to improve them through partnership with the community, and better collaboration within the schools themselves, he said.

Parents were the best advocates of comprehensive education, yet most teachers remained rather afraid of them. Dr Hargreaves said. Parent-teacher associations and parent governors were not enough; teachers had to recognize that they were accountable to parents for their children's education and make secondary schools more accessible to them.

Cooperation between schools, l.e.a.s and higher education institutions should also be improved. Higher education tended to regard teachers as fodder for its pre-designed courses, rather than collaborating with l.e.a.s to design relevant courses for seconded teachers.

L.e.a.s should also encourage schools to exchange good practice. Most sharing should be at local level rather than at national conferences, and schools should promote teaching.

Better partnership between teachers and pupils was also essential, Dr Hargreaves insisted. It was not surprising that concepts like active learning and negotiating the curriculum had been developed by colleagues in further education, as they had been forced to undo the bad teaching and learning of some comprehensive schools.

Many fourth and fifth-year pupils were on a "vague journey" to CSE and O level, without knowing the aims of their courses. Teachers should be prepared to collaborate with pupils over the curriculum, and to discuss their teaching methods.

Dr Hargreaves also suggested that schools should try to develop better public relations skills to deal with the press. Some sections of the press were "wholly hostile to comprehensive education and would like to see it ended, but we should try to influence them because of their enormous influence on the public and parents," he said.

Role play workshops produce bare feet and flights of fancy

A pair of socks and paper aeroplanes can be central to good teaching, it seems.

An arts workshop at the conference turned into a series of theatrical performances as teachers and advisers tried to recreate the power of drama, and the risks facing pupils who present it.

One teacher hastily improvised band puppets for a Punch and Judy show with his socks. Instead of their traditional squawking and bickering, Punch and Judy reversed the audience/performer role by commenting on the audience. Could they be physicists? Or butchers?

Two other versatile teachers mimed a lesson in progress, with such stereotypes of pupils as the class clown and the class creep.

Through mime pupils get used to being looked at, as they are unable to hide behind words, the actors concluded. Having no script made children more spontaneous.

The puppeteers thought that puppet show work gave power and confidence to self-conscious pupils, who could hide behind the puppet masks, and yet enjoy the licence to say and do almost anything.

In a factory simulation organized by TVEI pupils from Biddick School, Tyne and Wear, teachers made paper aeroplanes on a conveyor belt, while others looked after quality control.

Inevitably, the workers halted production by test-flying the aeroplanes, and the supervisors complained of pressure from the management and the shop stewards.

The factory simulation gives pupils insight into the real world, according to Mrs Ann Allan, a shop steward at a Pyrex factory. She thinks teachers must find out what work simulation is like before the pupils take part.

Other workshops looked at relations with parents, industry, the community, primary and tertiary education, reflecting the conference theme, "Sharing in education."

One session had teachers sharing their experiences from the past year. Despite the pay dispute, different teachers had run such alternative activities as bee-keeping, clog dancing, a week-long music festival for the whole school, and trips to France for two first year classes – as well as planning a whole term's curriculum round it.

The English department at Hyde School, Prestbury, had taught computer literacy to first to third years, showing pupils that computing could be applied to any curricular area, and that computer skills were not limited to specialists.

The teachers' energy, enthusiasm and commitment remained high in spite of a variety of frustrations, including the pay claim. Most disagreed with Dr David Hargreaves' pessimistic view that things would never be the same again when the dispute was over.

As one deputy head said: "Refusing to take part in development work or extra-curricular activities is cutting off your nose to spite your face. Teachers get their job satisfaction and success from the extra work they do."

Hierarchical system 'preventing change'

The personal and social development of young people is the prime purpose of education in schools, according to Mr John Evans, Director of Education in Derbyshire.

"Attitudes and relationships in schools and between schools and the community are of paramount importance. These signals to young people are the only ones that matter and endure," he told the conference.

But "hierarchical" structures in schools made the radical changes needed in education impossible. To encourage the growth of community education, Derbyshire was considering giving local groups more control over the education budget. It would then be up to local providers of education; whether schools, youth clubs or colleges, to negotiate their own budgets with the l.e.a.

He criticized the reluctance of teachers to take the views of young people seriously, and to change their assumptions about the curriculum and teaching styles. Fifteen minutes' discussion of the education system, with some fourth or fifth year pupils would be more valuable than spending the entire staff for 10 years, Mr Evans said. Negotiating the curriculum with pupils should mean that teachers were prepared to start again from the beginning.

But Mr Evans admitted that there was a "crisis of self-confidence" in schools which made change difficult.

YTS refusals directive angers l.e.a.s

by Diane Spencer

Peter Morrison

The Government's instruction to chief education officers to tell social services about young people who refuse places on the Youth Training Scheme has incensed some local authority leaders.

Mr Peter Morrison, the Employment Minister, last week wrote to all CEOs reminding them of their statutory duty to inform the unemployment benefit service of those refusing, unreasonably, an opportunity of training.

He said: "This information is required in connection with the determination of questions as to whether such youngsters should have their benefit temporarily reduced."

The letter goes on to stress that it does not mean that the YTS is compulsory.

"Youngsters who, in the past, unreasonably refused jobs or 'approved training' were similarly liable to have their benefit reduced: the designation of the YTS as 'approved training' is simply an extension of that long-established principle."

Mr Morrison asked that his letter should be passed on to senior careers officers and staff and for confirmation that this had been done.

Mrs Nicky Harrison, chairman of the Association of Metropolitan Authorities' education committee, said: "We do not yet know which Star Chamber will decide what constitutes 'a reasonable opportunity', but we do know that this instruction to education officers makes a mockery of the Government's claim that YTS won't be compulsory."

Only last week the Manpower Services Commission sent out a glossy brochure justifying the scheme. In the brochure Mr Bryan Nicholson, the chairman, stated that there should be no coercion on any young person to take part, she said.

The AMA will now be urging the minister to withdraw the instruction. "Failure to do so will undermine any value the scheme might have, and only alienate further the army of young people out of work."

Leeds education authority has already said it will refuse to co-operate with the DHSS in "spying" on youngsters who refuse places.

Mr Geoff Driver, chairman of the education committee described the letter as "scandalous".

Small firms offered foreign culture study

by Biddy Passmore

Aston University and five colleges have set up a commercial agency to help Midlands firms improve their export prospects. It will do this by offering a new approach to training in foreign languages, laws and customs.

The agency, called International Consultants, was launched last week by Sir Keith Joseph, the Education Secretary. He praised it as a "pioneering" project and said: "Britain must train for prosperity."

The five colleges are Coventry Technical College, Gloucester College of Arts and Technology, Solihull College of Technology, Tamworth College of Education, and Warley College of Technology.

Several firms, including GKN and Lucas Girling, are already backing the project, which has joint funding from the Department of Education's PICKUP programme and the Manpower Services Commission.

Mr Robert Taylor, the project manager, said it was aimed especially at small firms who might not be able to afford to put on courses of their own. Explaining that the courses would go well beyond simple language training, he said: "It's about getting your personnel to be respectful and open-minded towards other cultures".

17,000 mind their own business

by David Lister

Seventeen thousand young people are currently running more than 700 companies in schools and colleges in the Young Enterprise scheme.

The scheme enables teenagers to band together in educational institutions and run real companies retailing products for up to a year.

Last week the scheme was applauded by Lord Young, the former head of the Manpower Services Commission, now a Cabinet minister with special responsibility for tackling unemployment.

Presenting prizes to the highest scorers in the Young Enterprise Achievers' Exam – which was sponsored by Chevron Petroleum (UK) – he said: "Education is only complete when it tells you about the world in which you're going to live. For too long the school system didn't tell one enough about the world of work."

Mr Derek Jackson, director general of Young Enterprise, said: "Young people are beginning to realise that they may have to go out and create jobs for themselves or face unemployment. The need has never been greater to help young people and to promote a shift from an 'employee culture' to one of enterprise in which a young person says 'what can I do to help myself'.

"It's fantastic when you think of it and the criticism levelled on young people today, that here's several thousand recognising the value of giving up their free time to gain skills directly transferable to adult life. It is also good to see over 2,000 volunteer advisers from industry and commerce giving up their time to help and an organization like Chevron supporting this examination."

In the scheme a company consists of around 20 to 25 young people. All take a hand in its formation, decide on the company name and after research to determine market needs, the product(s) or service it will trade in. They elect a board, raise capital by selling "shares" (limit £150), organise production and sell. It costs £30 to register the company with Young Enterprise headquarters. This sum is available in the form of an interest free loan. In turn, they are provided with a "company kit" containing all the manuals, documents and material needed to keep records, handle money and maintain accounts to show how they managed their business.

The participants (achievers) are advised by a team of experienced adult and volunteer managers (advisers) from industry and commerce who guide the achievers in managing their companies. At the end of the business year (around mid-May) the company goes into voluntary liquidation, reports to the shareholders and declares a dividend if they have made a profit.

The two top prizewinners, who each win £150 and a trip to the United States, were Emma Sawyer from Sale and Jeffrey Davies of Bedford.

Lord Young

Green light given for NAFE cash deal

The Government has given the go-ahead to the deal thrashed out between the local authorities and the Manpower Services Commission on the funding of non-advanced further education, *Diane Spencer writes.*

Mr Tom King, the Employment Secretary, has written to the Commissioners accepting the agreement reached unanimously between local authority associations and the Commission after months of negotiations.

This was a low key end to a stormy period which began with the publication in January 1984 of the Government's White Paper *Training for Jobs.* The White Paper gave the MSC responsibility for funding one quarter of NAFE much to the fury of the local education authorities.

Months of non-cooperation followed until the Association of Metropolitan Authorities and the Association of County Councils finally agreed to set up joint working groups with Commissioners to seek a solution.

The agreement has been unanimously endorsed by the associations and the Commission during the past two months.

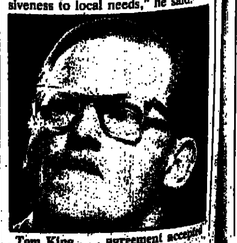
Under the deal each local education authority will develop a rolling three year programme for its entire work-related NAFE after consultation with employers and the MSC. Upon agreement the Commission will release one quarter of the total funds to implement the plan and its progress will be reviewed jointly each year.

Mr Bryan Nicholson, MSC chairman, said this week: "All of this will require new levels of cooperation and trust between the MSC and l.e.a. staff at local level and over the next few months we shall be issuing guidance and holding discussions with our own and local authority staff on the way to proceed."

The deal was a "genuine collaborative effort", he stressed, adding that further discussions would be held after the summer holidays with local authorities to see if the agreement should be overseen by a national body.

Mr Nicholson did not favour a "heavyweight buraucaucracy" but cooperation at regional level was vital. He praised the new spirit of cooperation between the local authorities and the MSC but warned there was a great deal to do in a short time if plans for the 1986–87 academic year were to benefit from the new arrangements.

"This new system should achieve the greatest possible amount of responsiveness to local needs," he said.



Tom King . . . agreement accepted

Judging by appearance

Employers want to know more about school-leavers' personalities, appearance and attitudes than about their formal academic records, according to investigations by schools in Stockton, Cleveland.

One hundred and fifty local firms have been asked their views on school reports by two schools which are due to amalgamate next term.

Mr Richard Nicholson, head of Sherston School, which is to merge with The Grange School, said the amalgamation was seen as a chance to revamp school records to give employers and parents the information they wanted.

Pledge for leavers

Every school-leaver should be entitled to education and training opportunities for at least two years after leaving the classroom, the TUC conference in September will be told.

In a motion to the conference, the National Association of Teachers in Further and Higher Education call for a two-year scheme giving substantial off-the-job training and education.

However, it urges the TUC to note that the Government is planning to extend the Youth Training Scheme to two years at a time when the present scheme is inadequately funded and when there are still substantial problems with the use of trainees by firms as a form of job substitution.

FE course numbers rise by 5%

Numbers of students on further education courses increased by 5 per cent between 1982 and 1983, the latest Government statistics show.

The biggest increase was in part-time courses of 90,000 (7 per cent) to 1,407,000, largely due to the Youth Training Scheme. Adult education and youth centre enrolments accounted for a 6 per cent increase – 94,000 to 1,628,000 – the highest since 1979.

However, if enrolments by YTS students are discounted, the growth in numbers was only 1 per cent with the increase confined mainly to evening only courses.

The number of women taking non-advanced courses increased by 6 per cent to 837,000, while the figure for men was 741,000, an increase of 4 per cent. Excluding YTS, these show a 2 per cent decrease for men (to 677,000) and a 2 per cent increase for women (to 794,000).

YTS enrolments in FE colleges increased from 32,000 in 1982 to 104,000 in 1983. The largest increase was on part-time day release from 6,000 in 1982 to 60,000 in 1983.

Statistics of further education students in England – November 1983 Statistical Bulletin, DES, Elizabeth House, York Road, London SE1 7PH

What IT should tell girls

The importance of getting bright schoolgirls interested in careers in information technology is stressed in the final report from an inter-departmental Government committee, published last week.

Computer companies should send out a more positive message to them, it says, for instance by organizing presentations to schools featuring female as well as male graduates and technicians.

"The very flexibility of information technology, and the fact that IT systems make it possible to work from home, means that it is well-suited for women," the report states.

As for the schools themselves, they should create an atmosphere in which more bright pupils, both male and female, pursue maths, science and technology to an advanced level. The committee underlines the critical importance of remedying teacher shortages to achieve this aim.

The committee, chaired by Mr John Butcher, junior trade and industry minister, also recommends that companies should encourage the development of multidisciplinary degree courses including an IT element and should pool resources to sponsor them.

Some universities and polytechnics might like to follow the example of those who have organized their departments on a broader basis than that of traditional engineering and scientific disciplines, it suggests.

Companies often say they need honours graduates when a more modest level of qualification would suffice, the report says. It recommends that the IT Skills Agency should identify what level of skills companies actually need by asking them to take a harder look at their present and future skill levels.

"Unless this is done," the committee says, "the education system will be unable to provide people with the right skills at the right time."

Better deal wanted for handicapped

Unemployment among disabled people is twice the overall national rate, Susan Lonsdale, of the Southbank Polytechnic said last week at a conference on training for Londoners with disabilities.

Job hunting may be an obstacle course for many school-leavers, but people who have not been able to acquire further education or other skills suffer an extra handicap. Nor is it helpful that even the statutory quota of 3 per cent disabled staff for a firm employing more than 20 is not always observed. Prosecutions for non-compliance have dropped by half since 1960.

The commitment of the Greater London Council to training for the disabled is part of its equal opportunities policy. Some 8 per cent of the 20,000 employees at County Hall are disabled. Launching the GLC's new guide, *The employment and training of people with disabilities*, Ken Livingstone pointed out how much had changed since the beginning of his administration when County Hall had only one wheel chair ramp.

He mentioned the GLC's dial-a-ride and taxi card scheme for disabled people, the setting up of the Disabled Resource Scheme, and the funding of surveys on mental health.

Representatives of training, trade unions and organizations for specific handicaps attended the conference. Provision of training schemes was reviewed, and a resolution was passed stressing the importance of good training and adequate funding, and questioning the plans for a two-year YTS without those components.

Classroom fear of riots backlash

SOUTH AFRICA

Black staff worried that pupils may turn on them. Jean Hey reports

Black teachers fear that pupils could turn against them in the current riots in South Africa.

Black councillors and police have had their homes burnt, their cars set alight and in some cases been killed because protesters regarded them as supporters of the apartheid state.

Teachers fear the same fate, it emerged at a recent conference of teacher organizations in Cape Town.

The conference was organized as a response to the continuing crisis in black education. A black educationist, Mr Randell Petini, warned delegates that if they failed to become part of the political mainstream they too could become targets of pupil anger.

"The young people are the South Africans of the future. Shooting them down solves nothing", said Mr Petini, chairman of the Federation of the African Teachers' Association of South Africa. Teacher organizations must work with students to eradicate grievances, he said.

But Mr Petini had no illusions that the pupil unrest will end once their immediate school grievances are redressed. "The ultimate objective of the students is the dismantling of apartheid, and the end of all forms of discrimination on the basis of race, colour or sex", he said.

Meanwhile school boycotts have escalated in black townships where discontent has erupted in violence and chaos.

Most schools are empty in the boiling townships of the East Rand, near Johannesburg, and the Eastern Cape where rioting is at its most intense. But even in quieter areas such as Natal and the Western Cape, sporadic school boycotts are becoming more and more sustained.

Black youths are in the forefront of the township turmoil and have vented their frustrations in a variety of ways, ranging from chanting freedom songs to stoning and setting fire to their schools.

Daily, the newspapers report clashes between pupils and police armed with leather whips, teargas and shotguns, in which scores of pupils have been injured and an unknown number have died.

A student leader, Mr Tshediso Matona, of Soweto, told *The TES* that 107 members of the Congress of South African Students (Cosas) were recently detained in Soweto during a "peaceful" meeting. Police swarmed into the hall and dispersed teargas before arresting students, he said.

Teachers . . . next victims of violence?

According to Mr Matona, a busload of students going to the trial a week later were intercepted by police who again used teargas on them. Two children – one aged eight and the other nine – were killed in the clash, said Mr Matona.

"A systematic campaign is under way to remove leaders from schools and organizations such as Cosas are particularly hard hit by the wave of repression", he said.

The state of emergency declared in 36 magisterial districts, covering a wide area of South Africa, particularly the Eastern Cape, East Rand and the Vaal triangle, is the first time in 25 years that the government has indicated the extent of its fears.

Mr Bob Schoeman, spokesman for the Department of Education and Training, said he hoped the increased powers of arrest would encourage pupils to return to school.

But Mr Matona predicted an opposite effect on the townships' youth. "The state of emergency has only served to heighten the atmosphere of excitement. With this feeling of drama, students will have no desire to return to their desks", he said.

The restlessness in black schools has been met with a sense of impending doom by some black observers who see the schoolchildren as a barometer of the state of their communities.

The black newspaper *The Sowetan* said: "Today's school-going community is even more sensitive, more restless, more impatient to get at a piece of action. They are not doing these things because they are mad, but they have made up their minds that adults are too conservative, too slow, sometimes too cowardly to take the bit between the teeth.

"This is of course not peculiar to the children of Soweto or of South Africa for that matter . . . In all reasonableness we have to admit they have a point."

Parents told to have much greater say

AUSTRALIA

A new project for running schools. Luis Garcia reports

Parents are to be encouraged to become directly involved in the running of Australian schools.

A new project, to be run by the Commonwealth Schools Commission, consists of a series of free parent seminars to be run in conjunction with groups like the National Federation of School Community Organizations (Fosco) and the Federation of Parents and Citizens Associations.

The seminars will explain what rights parents have and how to use them.

According to the project coordinator, Ms Carolyn Grenville, Australian parents have been traditionally used by the educational authorities to carry out fairly menial, voluntary jobs, like running the school's canteen, organizing annual fairs and raising funds for equipment and books.

In most states, the rights of parents to intervene in the running of their schools tend to be limited to areas such as caning, uniforms, fees, religious classes and controversial courses, including sex education.

But while the school gates have remained firmly shut to parent involvement Ms Grenville points to recent developments in Victoria and South Australia where parents and, some students, have been given certain powers to set down policies on what is taught at the school.

In Victoria, there is even a pilot project which allows parents and students to have a say, albeit limited, in the selection of principals and senior staff.

Ms Grenville said there were many reasons for this change; one of them being that it is more difficult for school leavers to find jobs unless they have good educational qualifications.

This has led to more parents taking a direct interest in the type of courses being taught at school and the progress, or lack of, of their children.

"Research has been done overseas and more recently in Australia which shows that children whose parents are involved in their education and in the way the school is run tend to do better at school", she said.

"From personal experience, I know of cases where once the parents become involved, the school turns into a happier place, the children do better and morale is also better. Teachers have known this for years."

Ms Grenville said many teachers and principals opposed parent involvement in areas such as curriculum, and the hiring and firing of staff, mostly because they felt threatened.

"We have to realize, however, that parents are taxpayers and in a way they own the schools. Therefore, they have a righ to have a say in how the schools are run", she said.

"I think parents should have more rights because they have so much to offer: after all, they are experts on their own children."

'Too competitive' system attacked

JAPAN

Jamie Dettmer on a controversial government inquiry

Japan's schools force children to be far too competitive far too early and provide an inhibiting and stultifying education, according to a report by a government commission.

The 25-member Advisory Council on Education was appointed nearly a year ago by Prime Minister Yasuhiro Nakasone in response to widespread criticism of the country's secondary schools following a wave of school violence, bullying and vandalism.

In its report, the council acknowledges that Japanese secondary education has some merits but insists that its "main thrust has been to have students memorize information and facts" and that, as a result, "the development of the ability to think and judge on one's own and the development of creativity has been hampered".

The teaching unions have roundly condemned the report, on the grounds that it unfairly blames teachers. But the council has pointed out that the fault is more structural and that teachers are pressurized to cram children so that they can compete for entry to the most prestigious universities.

The council believes that employers are partly to blame as they often place too much emphasis on university background.

One member of the council, Mr Naduro Amaya, has complained that some Japanese universities "have become, in effect, sub-contractors for the major companies". And his claim has received corroboration from a survey which found that, out of a sample of 10,000 managers in the country's largest corporations, nearly 30 per cent had graduated from only four of Japan's 460 universities. The four were Tokyo, Kyoto, Waseda and Keio.

The report suggests that school violence is a product of the children's frustration with their education and anxiety over the competition. Mr Michio Okamoto, the council's chairman, said: "The violence and juvenile delinquency is the immediate reason why we must have reforms."

Political commentators have criticized the report, however, for not proposing more reforms. The council only recommends that the present three-year junior high school and three-year senior high school should be merged, eliminating one set of examinations.

Cynics believe that Prime Minister Nakasone wants to receive the kudos of being identified with reform demands, without risking the unpopularity of actually implementing reforms.

Japanese schools . . . inhibiting and stultifying

Minister urges closer co-operation with work

SOVIET UNION

Kenneth Shaw notes a pressing need for links with managers

In a review of progress of the school reforms announced in April, 1984, the new Minister of Education, Mr S Shcherbakov, has stressed the urgency of linking schools more closely with industry and commerce.

He has expressed anxiety about levels of cooperation between educationists and managers. By the end of 1985 there should be more than 6,000 teaching workshops on production sites for school pupils. Out of 4.5 million senior pupils in secondary schools, some 2.1 million are being taught at instruction-production centres.

The minister states in his report that the most effective part of this type of job training is the chance to learn from the experts the skills needed by the Soviet Union's economy.

More than 517,000 pupils are now being trained in industrial enterprises directly on-site where they face "real" conditions and handle the latest equipment and materials.

The network of production-training workshops for various skills is now handling 1,905,000 youngsters, about 42 per cent of all senior pupils. But the minister wants to arrange more training in occupational-technical schools. He emphasizes the need to produce more farm technicians, drivers, electricians and service staff for agriculture.

A continuing problem for agriculture is the rural exodus of youngsters who, after training, go to the cities.

Mr Shcherbakov also mentions the need to train teachers for the new programmes stemming from the reforms, especially in science and computer courses as well as in the moral and social education programmes.

One in four teachers is now a member of the Communist Party and there is to be a reinforcement of moral education.

Each year, the teaching and lecturing force, now about three million, is supplemented by 190,000 new entrants from the universities and colleges.

But some republics are short of teachers. In Kazakh, for instance, about 6,000 teachers are needed; in Azerbaizhdan 2,600; in Uzbek 2,200, and in Tadzhik 1,300.

'Reform or go' call on matriculation

FINLAND

Donald Fields reports on an analysis of secondary exams

If Finland's matriculation examination cannot be completely overhauled to bring it into line with the technological society it should be scrapped, the director-general of the National Board of Education has concluded.

Mr Erkki Aho's outspoken recommendation was contained in a pessimistic analysis of the schooling offered in *gymnasia* – the senior secondary schools roughly equivalent of the British sixth-form.

In Finland, about half the pupils go on to enter *gymnasia*. About two-thirds of them subsequently enter vocational colleges; only one-third are enrolled by universities.

Mr Aho, a Social Democrat in Finland's highly-politicized civil service, has long advocated a system of education related to the "real world". He believes the *gymnasia*, because they are committed to steering their charges through the matriculation exam, are failing down on this score.

One example is language studies. According to Mr Aho: "Languages are a great help in an internationalist world, but their significance remains minor if one has no thoughts or opinions to convey . . . one studies for the examinations, not for life."

As part of the work of a broad-based committee of inquiry, the Board has asked teachers for their views on how the examination affects education in the *gymnasia*, and whether it is an obstacle to further development. The committee will gather data during the forthcoming school year.

Young boat people show their talent for survival

UNITED STATES

Bill Norris looks at classroom successes among the Vietnamese

They fled their country in overcrowded and unseaworthy boats. Many perished in storms – many others were murdered, robbed, or raped by pirates. Now the children of the Vietnamese boat people, who lived to reach the promised land of the United States, are showing that they have more than a talent for survival. They have talent.

A survey by the University of Michigan on the sons and daughters of Southeast Asian refugees in Boston, Chicago, Seattle, Houston, and Orange County, California, shows that they are doing far better academically than their American peers. They have overcome language barriers, poverty and culture shock, to record outstanding results in their school tests.

More than a quarter of the 355 students reviewed had a grade point average in the topmost "A" range, while more than half maintained a "B" average. In national achievement tests, one third of the children were placed in the top 30 per cent.

The mathematics scores were the most impressive. In these tests, 44 per cent achieved a perfect grade, with the group as a whole scoring three times higher than the national average. And this, in spite of the fact that most attend the much-maligned inner city public schools where scholastic achievement is generally low.

The directors of the study, Nathan Caplan and John Whitmore, take pains to emphasize that the exceptional level of achievement is not due to a few remarkable children, but is spread over the refugees as a whole. Nor do they expect this to be the end of the story. "We can expect them to do even better in the future" they predict.

Vietnamese refugees: education is their top priority

"The superior academic achievement already recorded reflects a balance between very high measures in maths and science and comparatively low scores in course material which requires English language skills. As literary skills improve, it is reasonable to expect that grades will also improve in the other courses".

Caplan and Whitmore attribute the success of the boat children to a merging of the family values they brought with them and their awareness of the opportunities for success in America. Almost all the refugee families interviewed put educational achievement at the top of their priorities in life, followed by a cohesive family and a belief in the value of hard work. They were far less interested in seeking fun and excitement, or material possessions.

They found one other important factor: Most parents had read to their children before they reached school age, and it was these children who were most successful. It seemed to make little difference whether the reading was in English or in their native language.

In a parallel study, which covered more than 4,000 adults and 2,615 children, the Michigan researchers found that although the boat people had arrived in the middle of an economic recession, they had lost no time in climbing out of the poverty trap.

Though half the families surveyed were still below the official poverty level income of $800 a month for a family of four, those who had been in the US for three years were earning a monthly average of $1,200, and those admitted four years ago were getting $1,600.

Yet most were still involved in menial work and not employing the skills learned in their own country: the increased income came from more working members of the family. Hence the importance attached by the refugees to education. They see it as the way out of a succession of dead-end jobs, and the children have responded in full measure.

Darwin clears another legal hurdle

After a legal battle lasting four years, the last law in the United States which requires public schools to teach the biblical theory of creation alongside the evolution of species has been struck down.

The fifth US Circuit Court of Appeals has ruled that a Louisiana statute passed in 1981 was in violation of the First Amendment to the US Constitution, which prohibits any government promotion of religion.

"The Act's intended effect is to discredit evolution by counterbalancing its teaching at every turn with the teaching of creationism, a religious belief", the judges said.

The American Civil Liberties Union, which brought the case on behalf of parents and teachers, is delighted. Ms Martha Kegel, executive director of the Louisiana ACLU, said: "We finally have a decision that puts the creation law out of its four-year-misery. I think this decision completely discredits the movement to force the teaching of creationism in the public schools".

Her jubilation may be premature. The state is still considering whether to appeal to the US Supreme Court. But recent First Amendment decisions by that body make it unlikely that such a move would succeed.

And in many parts of the US, especially in the "Bible Belt", there is still pressure on teachers and school boards not to teach the Darwinian theory, or to teach creationism as scientific fact.

Ms Barbara Parker, education policy director for the liberal pressure group People for the American Way, warns: "I don't think the battle is won. I think there will be other attempts to pass state and local laws mandating the teaching of creationism."

But for the moment, Charles Darwin seems to have won the day.

Iola Smith

Nipping the drug threat in the bud

America misdirected its drugs prevention emphasis 15 years ago and now Britain is falling into the same trap, according to Mr Rick Little, founder of the Quest organization established to offer American teenagers an alternative to the drug scene.

By concentrating on heroin, little attention was paid to the entry drugs such as solvents and cannabis, he says.

The result of that failure in the US is that younger children get involved with drugs – the average age at which cannabis is first used is 11 years eight months. In the US, there are more than 15 million teenage cannabis smokers.

The price of cocaine, also a scourge in American high schools, has dropped this year from $125 to $65 a gramme and the University of Michigan has revealed a 40 per cent increase in its consumption by high school students.

A broader approach was advocated by the recent International Youth Forum on Alcohol and Drug Addiction in Cardiff, attended by 100 youngsters from 10 countries.

Mr Little says the important aspect of the forum was that it was organized by young people to help young people. Self-help schemes are encouraged by Quest, the Canadian Toc Alpha project and REACH America.

The three groups emphasize early preventive education, with Quest devising schemes for 10 to 14-year-olds.

The groups are convinced that peer-to-peer approach works, and Mr Little says that areas which implement these projects such as Missouri, Indiana and Connecticut, have seen a reduction in the number of cannabis users.

Similar strategies to discourage teenage drug abuse are likely to be introduced to Britain this autumn when Quest programmes will be piloted in six local authorities.

Iola Smith

Lack of will

Sir – Margaret Tansley is rightly worried about nursery education in Clwyd. Yet she is not alone in worrying about the attitude of the Government to under-fives provision. The point is not that the DES is unaware of the value of nursery education – it surely cannot fail to know of such work as the High Scope scheme in the USA and the results coming from Bristol University, both reported in your paper as well as Plowden and Margaret Thatcher's commitment in the 1970s – what is lacking is political will.

I hope that the political will of the opposition parties enables them to uphold their promises on the under-fives.

NICK MOON
145 Bedford Hill
London SW12

Votes can save nurseries

Sir – Margaret Tansley (Letters, July 19) may be interested to know that the "DES recommended target for 1982 to provide nursery places for 90 per cent of four-year-olds and 50 per cent of three-year-olds" was a forecast made by none other than Mrs Thatcher (as Education Secretary) in the White Paper of 1972.

Any hope, however, that the latter will use her influence to persuade the DES to "recognize the need to make nursery education statutory" has a remote possibility of realization.

Section 24(2) of the Conservatives' 1980 Education Act states that "a local education authority shall not by virtue of Section 8(1)(a) of the Education Act 1944 be under any duty in respect of junior pupils who have not attained the age of five years . . ."

The Government has taken the opposite step to that proposed by Margaret Tansley and has reduced the status of nursery education from a "duty" to a "power". This permits l.e.a.s to continue to have nursery schools but, because no central funding will be provided (since there is no statutory duty), finance must be found from existing resources. Clearly, where l.e.a.s choose to provide nursery schooling, some other part of their educational service inevitably must suffer.

These covert cuts are part and parcel of this Government's fixation with reducing the public sector borrowing requirement so that more money is available to finance its priorities: (*inter alia*) nuclear weaponry, pay rises for the "top people" in the judiciary and military, and a reduction in direct taxation in time for the next General Election.

I suggest to Margaret Tansley that her opinion needs to be expressed through the ballot box in that election, and not to an Administration which, as its onslaught on nursery schooling demonstrates, is actively dismantling the state system of education.

STANLEY BARRACLOUGH
Crookhey Hall School
Lancaster

Pictorial proof

Sir – I was a little surprised to read in your article on the Mini Bass project (*TES*, July 5) that there were no girls who were members of the Bass Club – particularly as you printed a photograph of my daughter playing her bass at the club!

I would like to correct the comment that only boys are members – my daughter was a founder member and is very proud of her bass. What is more, she is not Mrs Emery's only girl student and I know of several little girls who would love to have the opportunity mine has of playing the bass.

It is just simply not true that the instrument fails to appeal to girls, a quick glance round many orchestras will produce many women players and, as mentioned in a different article in the *TES*, women tend to be relegated to strings (because, as one string teacher friend of mine pointed out, women do not have families to support, and if they do could not do so on the average earnings of a string player) as men want, and get, the more lucrative positions.

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Proven success

Sir – I hope that Suzanne Tiburtius and Marion Kemp (Letters, July 19) have by now acquired a copy of *Read with Me* and have been able to appreciate that several of the points raised in their letters are considered fully in my book which covers far more ground than was possible in your article.

Let me reassure them that "sound/symbol association", "reading practice" and "strategies" are, of course, part of our reading approach. What I and my colleagues have changed is the attitude and behaviour of the teacher and the medium we use to develop a child's reading.

It is often assumed that if one does not use reading schemes, colour coding, "skills drills" or reading tests then there can be no structure to one's work.

On the contrary, reading through apprenticeship is based most firmly on a structure – the child's own internally developing structure of reading behaviour; again this is clearly outlined in *Read with Me*.

I am always saddened by how often teachers seem to need to assume failure in their children (or is it in themselves?).

I can assure your correspondents that if children are treated as apprentices or partners in reading; if they are offered good children's literature and their own "Breakthrough to Literacy" material to read they will all succeed.

Their strategies will vary in maturity, just as they themselves do; but they will be readers.

I smiled at comments about "two years' time" and "naivety". I have been a teacher of children from 2½ to 11 for 17 years.

Many of my colleagues in schools using this concept (which is certainly neither "new" nor "mine") have used apprenticeship approaches for many years (it was after all first developed in 1908 and Jill Bennett wrote *Learn to Read with Picture Books* in 1979).

It was because of its proven success that I wrote the book as a practical guide which we hope will allay the natural "suspicions" of teachers such as Suzanne Tiburtius.

LIZ WATERLAND
Bridge House
94A Church Street
Deeping St James
nr Peterborough
Cambs

Best for all

Sir – Having heard a report of the Prime Minister's Channel 4 interview, I felt constrained to write immediately to our local education authority to ask how we might achieve the direct grant status she outlined.

We fulfil all the criteria in that our parents want the best, they give enormously and freely to the school, and our staff are anxious to improve standards if only they could have the resources to do it. Indeed, the overwhelming majority of parents and teachers want the best for the children.

At a time when I have to resort to begging to maintain our A level science courses, the suggestion that county schools wish to provide anything other than the highest standards for pupils is ludicrous. What we must do is seek to achieve the highest standards for all pupils, not limit our good intentions to a few.

M E CADDY
Headmaster
Eggbuckland School
Westcott Close
Eggbuckland
Plymouth

Musical challenge

Sir – In his comments on my letter ("Out of Tune", *TES*, July 19), Michael Church describes the HMI's *Curriculum Matters* paper on music as "technically overambitious and philosophically naive". These seem to me to be rather sweeping judgements.

The objectives suggested for the periods up to the age of 7, 11, 14 and 16 are individually practicable and appropriate for any pupils concerned who are fortunate enough to be well taught.

Those for 16-year-olds correspond to the skills and experiences which will be demanded in the GCSE examination as a result of the National Criteria which were approved only after a substantial consultative exercise in which teachers were involved. The other objectives build up to this level in a rational way.

Certainly, many teachers, probably the majority, will find the HMI's objectives difficult to meet at both primary and secondary levels at present. This doesn't make the objectives wrong, but it does pose an enormous challenge not only to teachers but also to those who support them and those who train them. I believe HMI were right to make such a challenge. We have produced a somewhat similar paper in Berkshire as part of a series of curriculum guidelines drawn up by working parties of teachers. However, we did stress that our ideas were a goal to work towards rather than a reflection of existing practice.

Anyone misguided enough to dismiss *Little Red Riding Hood* as "philosophically naive" could expect to be laughed at. It is not a philosophical document, even though it may have interesting implications of a philosophical nature. The same is true of the Klipp paper which, as I read it, implies clearly enough some of the philosophical thrusts of the Gulbenkian report *The Arts in Schools*. Mr Church says he has given his "fulsome endorsement" to this document. I'm surprised he can't see the connection between the two.

Mr Church describes the APU "Aesthetic Development" paper as "unattainable". Certainly it seems to have earned few friends but it does include a highly significant examination of the nature of objectivity. This was badly needed and makes a valuable contribution to the current rethinking of the way we make assessments in music education. Mr Church's ear could have been closer to the ground on this one.

HAMISH PRESTON
Adviser responsible for Music
Shire Hall
Reading
Berkshire

Why CDT staff are deciding it's time to quit

Unfortunately, it is often the best teachers who vote with their feet.

Sir – Having just finished the most demanding, depressing, and demoralizing year since joining the teaching profession 12 years ago, I feel duty bound to make you aware of some of the effects the Government's attitude is having on teachers in general and my own subject area in particular.

During the past four years as head of craft, design and technology I have regularly been short of staff because of the lack of qualified teachers in my subject area. As a progressive department I have been able to accept as a compliment the fact that the shortages have occurred because of the promotion of my colleagues to posts of responsibility in other schools. However, when the situation means, as during the last two terms, that we are forced to struggle on with one member of the department short it is obvious that both the staff and pupils suffer.

The effects of the poor salary, lack of esteem and the constant criticism of teachers is leading to a growing depletion of high quality teaching staff in all areas and in particular in CDT. On a local level, the first instance I was aware of was an ex-colleague from a school in Ware leaving last year from a Scale 2 post to start his own business. At Easter this year another colleague left a Scale 3 post in Welwyn Garden City to join the Fire Service. This summer the head of department at a school in Waltham Cross has left to start his own business, and the Scale 1 and Scale 2 teachers from another local school have both resigned – one without employment and the other to start in industry in October on a salary £1,500 more than he was earning in teaching. Another colleague is resigning his Scale 3 post from a school in Cheshunt to join a business where he will be earning £15,000 plus a company car, more than double his present salary.

The above examples are taken from an area less than 10 miles radius from where I work. I wish that I could say that these staff were the kind of people the profession could do without but unfortunately that is not the case. My knowledge of them is because of my vast extra-curricular activities in CDT and the fact that they too have been involved in the hundreds of hours of unpaid unrecognized work dedicated teachers put in every year. If this kind of exodus is being repeated elsewhere, and I have no reason to believe that Hertfordshire is a special case, then the implications are too dramatic to ignore.

I wish that this was the end of the story. Unfortunately, at the other end of the profession even worse problems exist. It has been almost impossible to appoint Scale 1 teachers in our area direct from college because so few students are available. I can name three local schools which have been unable to fill posts for September. I am informed that all of the Honours graduates leaving Loughborough this year who should have started teaching careers in September have accepted posts in industry. The final blow was that the best student I have had the privilege to teach has just turned down a CDT degree course at Brunel and taken a post in industry earning only £500 a year less than he would be getting if he had just finished his time at university.

It has been suggested that it is this Government's policy to dismantle the state education system. If this is so I must congratulate them on their efforts so far. Unfortunately it is the best teachers who are voting in increasing numbers with their feet. The snowball is gathering momentum and unless some dramatic action is taken very soon I fear it will be too late.

Is it any wonder that this situation exists? On the same page of the *Daily Telegraph* July 18 when teachers are condemned for not accepting 6.06 per cent an article states wages have risen by 8.8 per cent on average. This kind of difference has happened regularly over the last few years and when you add to this the recently announced increases for top civil servants the reasons become obvious. While I am not against assessment, I feel that teachers are grossly underpaid for the work they undertake. Unless recognition of this is given in the very near future I fear that there may be very few teachers left to assess.

KEITH R BREACH
The John Warner School
Stanstead Road
Hoddesdon
Herts

Incredible insult

Sir – I am the headmaster of a small comprehensive school in the London borough of Croydon. At the end of a more than usually demanding term, coping with new curricula, social problems and all the things that teachers have to do, my totally exhausted staff, who have stood by their pupils throughout the salary dispute but whose morale is inevitably slumping, not merely from overstrain but even more from the apparent lack of interest or appreciation of their efforts by the Government, have within 24 hours been told that there's ample money for generals and others and that more money may be found for direct grant education. The message is incredible, emanating from the Government responsible for the education of our whole nation.

The needs of 90 per cent of the children and parents in this country are treated with contempt, as are the efforts of an overloaded, overworked teaching force.

Only the top 10 per cent matter presumably until votes are needed. I didn't believe that this could be the Prime Minister's philosophy but she is making it crystal clear now.

P P H RYAN
Headmaster
Ingram High School for Boys
Springfield Road
Thornton Heath
Surrey

Spoils of war

Sir – If I were a general, charged ultimately perhaps with the training of men to kill people, or, involved with decisions which could result in the unleashing of weapons to kill millions, to lay waste to vast areas and to poison the atmosphere of the world for hundreds of years, then I would be receiving a rise in salary of 17.6 per cent.

Unfortunately, I am a teacher, charged with the training of young minds, asked by society to heal interracial conflicts, told to ensure that social awareness is raised and delinquency is diminished, expected to achieve wonders with ill-motivated pupils so that (take note those who have knowledge of mathematics!) 90 per cent of pupils can reach an average standard – so I have to make do with an offer of 6.06 per cent.

Is there a moral here somewhere?

J BATES
Headmaster
Archers Court Secondary School
Whitfield
Dover

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

Proficiency books

Sir – I should like to express my serious concern at your review "Great Goal in the Sky" (June 28). My concern is two-fold. First, as author of one of the books in question, *Focus on Proficiency*, I am naturally extremely unhappy to find it dismissed in such a cavalier fashion. Secondly, as head of the EFL section at a college of FE, I find the review as a whole not only unhelpful to me in my job of assessing new titles, but also actually misleading.

It must be inferred that the reviewer, Paddy Bostock, has a considerable antipathy towards the proficiency examination. There are two points to be made here. In the first place, it is only fair that such a significant underlying perspective should be made clear at the outset so that the reader can set subsequent comments in their proper context. Secondly, whatever Mr Bostock feels about the Cambridge examinations, they remain an important goal for very large numbers of students.

Much as Mr Bostock would seem to want proficiency teachers to eschew published courses and devise materials of their own from worthier (in his view) sources, he must surely realize that this is as unrealistic for the majority of teachers as it would be unwelcome for their students. This being the case, teachers will continue to seek new and stimulating materials to work with and it is not unreasonable, I should have thought, for them to look for unbiased and informative reviews in journals such as the *TES*.

In the event, this year's review of what are the first *new* proficiency books for some time is very remote from fair appraisal. I find much of the "review" a misrepresentation and several of the remarks actually offensive. Surely Mr Bostock could have investigated the book further than the contents page and seen that the topics he quoted so disparagingly are no more than umbrella headings for material which is very far from bland?

As to the "bizarre machines", he might have noted the integral relationship of that particular activity to what precedes and what follows it. Perhaps, too, he might try it in context with a class and judge it accordingly.

I pass on to my second area of complaint. It seemed to me that this review represented an extraordinary distortion of the reviewer's role – a near-vitriolic attack on the authors and publishers concerned, in fact.

As it happens, the four books in question have been under discussion in my department recently. Though I have an obvious interest in the case of the new proficiency books, we would naturally expect a review to outline their distinguishing characteristics. Thankfully, we had a chance to assess the Klippel and Mortimer books prior to this review and found them both entirely suitable for specific uses. Had we looked to Mr Bostock for guidance beforehand, I fear we might have been led to dismiss them as worthless.

SUE O'CONNELL
44 Royal York Crescent
Clifton
Bristol

Question evaded

Sir – Simon Donaldson (*TES*, July 12) dodged the question I threw out (*TES*, June 14): "Why did the Conservative share of the vote in the May county council elections go up in Salisbury whilst it dropped dramatically in the rest of Wiltshire?"

Instead, he offered a farrago of statistics, all correct but highly irrelevant. His argument, which attempted to estimate support for comprehensivization in Salisbury from the May voting figures, would only be valid if the following three propositions were true:

1 The election in Salisbury had nothing to do with the standing of the Government and was fought entirely on the single issue of selective schools.

2 All Labour/Alliance voters supported a comprehensive-school-only policy.

3 The substantial number of votes cast for Ratepayers' Association and Independent candidates could be ignored.

The first and third propositions are patent nonsense. The second is an even bigger nonsense, but it may be less obvious to those who are unaware of the results of the MORI poll in March 1981 which showed that no fewer than 61 per cent of those inclined to support the new SDP party wanted grammar schools brought back.

FRED NAYLOR
County Councillor
Wiltshire CC

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Handwritten applications from graduates in appropriate languages, may be addressed to the Director of Education and marked for Dr. M. Aggarwal's attention.

Closing date for applications to reach my office will be 10th August, 1985 and interviews are expected to be held before the end of August.

For further information please contact: The Director of Education, Education Offices, 379/383 High Street, Stratford, E.15. Tel. 011-534 4545.

LONDON BOROUGH OF NEWHAM

(0637)

Reading by reading?

MARY GREENING

I read with interest the article entitled "Learning to read just by reading" (*TES*, July 5). This described the successful implementation in the classroom of an approach which encourages children to learn to read by sharing books with teachers and parents.

Readers may be interested to know that a shared reading approach has been used extensively with parents and primary age children in Cleveland.

In recent years, there has been an increasing emphasis on the vital part that parents have to play in aiding their children's reading development. When participating in reading projects, parents are usually asked to adopt a teaching role which they often find to be difficult and stressful.

Shared reading has the advantage of aiding parents to help their children's reading in a way which complements the parental role. A fundamental aim of the shared reading approach is to place parental involvement with reading firmly within the context of everyday activities which families experience together.

Briefly, shared reading consists of parent and child reading aloud together from a book of the child's own choice. The parent regulates the tempo of the reading to enable the child to keep pace. No notice is taken of the child's mistakes or omissions and the parent continues to read with the child even when the child can manage only a few words of the next text.

Essentially, shared reading is a modelling technique which enables the parent to provide an instant and effective mode of reading for the child. The shared reading method provides a bridge between the adult reading to the child and the child becoming a fluent, independent reader.

During this transitional stage of reading development, it is crucial that the child is provided with effective support in order to maximize the aquisition of reading skills and to minimize failure.

The benefits of using a shared reading approach are many. It has been found that children's reading ages have been raised as a result and that their attitude to reading has improved.

Parents enjoy using the method, find it easy to put into practice and are able to read with their child in a way which is free of stress.

Shared reading emphasises the enjoyment of reading and allows children including very inexperienced readers the freedom to choose their own books. Children find this free choice highly motivating and become much more discriminating when choosing books.

Shared reading enables parents to be involved in their children's learning in a way which does not conflict with the work of the school. Projects are easy to organize as a minimum of time is required for supervision and monitoring. Class teachers can run their own projects for parents without the help of support agencies and a video film and teachers manual has been produced for this purpose.

Enthusiastic readers at Brewster Infant School, Peterborough.

The shared reading package is available from The Education Development Centre, Old Northgate School, Wilton Lane, Guisborough, Cleveland TS14 6JA. Cost £10 inc p&p.

Mary Greening is an educational psychologist in Cleveland.

Fish and the mainstream

PAT FITTON

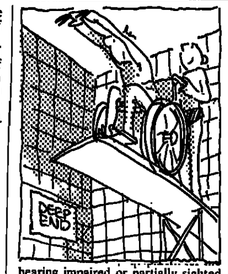
Peter Newell's article (*TES*, July 12) on the Fish Report, and the feature in the same issue on conductive education, raise some of the contradictory and complex issues involved in considering the integration of children with special needs.

It is largely due to the work of Peter Newell and others who have campaigned tirelessly for integration that it has become the acceptable aim. It is vital, however, that two issues are clear to all involved in the process of integration.

The first of these is the question of clear definitions. Many models of integration exist at present. Is there an ideal model? Is social integration acceptable as an aim for some children, where curricular integration seems difficult or impossible?

Is it all or nothing, must children be fully integrated in the mainstream school in all respects, or is there some virtue in seeing a continuum of integration patterns, with partial integration as an acceptable aim for some?

The second issue is the understanding of the nature and importance of the special needs themselves. These may be for back-up services and facilities to maintain physical well-being, for example physiotherapy, special toilet



hearing impaired or partially sighted child, or for a curriculum broken down into small learning stages.

There is no contradiction in providing for special needs of many kinds, and in the child being in the mainstream environment as much as possible.

Indeed, if they are not provided, the handicapped child may be denied access to part of the curriculum; consider ease of access by wheelchair to the average science bench and equipment.

The child may also be denied access to the physical environment, for example if a hoist were not provided for entry to a swimming pool. Surely Peter Newell, in questioning the need for any special schools, was not denying the need for specialist provision, which for some children may be for much of their school day.

It is important to be precise on this issue, or fear and misunderstanding on the part of parents, professionals and not least the children themselves, may prevent development of integration.

The article on conductive education underlined this issue for me, raising exciting possibilities of an intensive approach to help children to overcome their physical disabilities.

The Hungarian approach provides a challenging contrast to the traditional management of physical handicap in this country through the use of equipment and now of technological aids to manage the disability.

However, the implications might be more segregation for a period of time, not less. The criterion would surely be the likely eventual greater independence of the child.

We must continue to explore new ways of helping handicapped children to develop. We must at the same time work for integration of all children with special needs at all possible levels.

Peter Newell surely does not mean that it is discriminatory to identify resources for those needs, and to press for them to be provided if integration is to have a chance of success.

Real discrimination would be a failure to provide those resources, either because of a facile view of the nature of handicap and special needs, or because of meanness on the part of the providing authority.

The deadliest form of discrimination of all would be the neglect of the developmental and other needs of some children, despite their physical presence in the mainstream.

Pat Fitton is Deputy Head in a Haringey comprehensive school, with responsibility for the integration scheme there. She is also the parent of a young woman with severe, multiple handicaps.

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Misleading adverts

SALLY WINTER

I read with interest Tony Evans' short article (*TES*, July 12) on the need for more attention be given to training student teachers in making effective job applications.

While I agree that it is necessary for students to be instructed in the methods of presentation most likely to help them obtain a place on shortlists, I would like to point out that it is the whole selection procedure which needs overhauling.

Applicants often find that the advertisements describing the posts available are at best misleading and at worst totally inaccurate.

A teacher I spoke to recently had believed herself to be shortlisted for a Special Education post which required some knowledge of art – it became clear in her interview that the position actually involved teaching art to examination standard, and no special education classes at all.

One can only wonder at the value of continuing to go ahead and choose a candidate under those circumstances.

Every teacher already in a job, applying for a new post in the following term is familiar with the phrase "Required in September or as soon as possible thereafter" and is equally aware that the last six words are more force of habit than genuine intent.

The shortcomings of the interview as a final method of selection are obvious by the number of successful interviewees who become failures in their jobs, and this applies equally outside teaching as it does within.

However, in industry it is usual for shortlisted applicants to be sent a description of the format of the interviews, a list of those interviewing, and for the whole procedure to take several hours if not days. In teacher interviews it is quite common for the interview to last only 15 minutes, and for the format to be known only when the applicant steps through the door of the interview room.

As local authorities vary quite considerably in their interview procedures it can take several unsuccessful and painful attempts before the interviewee has managed to experience each different approach.

It is also unacceptable in industry that totally unqualified or inexperienced persons should appoint staff – yet in teaching the majority of interviewers are school governors, whose knowledge of educational theory and practice is often very meagre.

It is a standard teaching joke to recount the tale of the interviewee who, having described his degree course in some detail, was then asked by an aged governor from the corner of the room, "Yes, but 'ave 'ee got any O levels?"

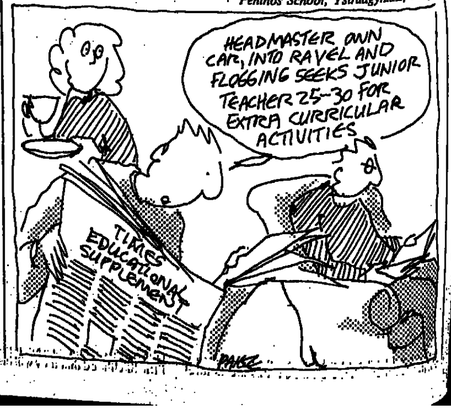
Interviews would also be a more profitable exercise if one could rely on the panel to have had some *training in* interviewing – I once *attended* an interview in which no one, out of the 16 people present, was introduced; four of them sat behind me – one of whom had to be gently woken up at the end. Each question was read from a written sheet and no comments were made on any aspect of my replies.

Interviewing, whether for the purpose of selecting personnel, counselling or simply obtaining information, is a skill. A skill which can, and should, be learned by those who use the interview as a major part of their selection procedure.

Finally, I think we are all familiar with the applicant who travels several miles in eager anticipation of a first teaching post, only to find that it is obvious to everyone there that the supply teacher currently doing the job is going to be the panels' choice. Local authorities have been paying lip service to the requirement to advertise posts for years, but it should not be too much to ask that they do not genuinely consider everyone whom they place on the shortlist.

I would like to see a serious examination of the procedures for the selection of all staff in education, because without it Mr Evans' students will still end up in a lottery, no matter how carefully they have planned their side of the system.

Sally Winter is teacher-in-charge of the diagnostic and assessment unit at Penthos School, Ystradgynlais, Powys.



Every which way but teaching

Advertisements for physics teachers now produce hardly any acceptable applicants, Norman Thompson reports.

Abundant evidence of the acute and long-standing shortage of physics teachers in our secondary schools can be found in the Royal Society report *Shortage of Physics Teachers* 1981. The Institute of Physics, greatly concerned at this threat to a vital section of the country's scientific and technological future, sent a short questionnaire to schools which have advertised for a physics teacher in *The Times Educational Supplement* since the beginning of the year. Some 270 replies have been received, representing a response rate of about 70 per cent.

For Scale 1 and 2 posts, applications number zero to ten, the average being about six. In three or four cases where 30 or more applications had been received, the post advertised was a teacher of "physical science", and comment from the head indicated that the majority of the applications were from chemists. Advertisements for biologists were said to produce an even bigger response – 80 was mentioned in one case. Clearly it is in *physics* (and possibly mathematics) that the problem is acute.

The questionnaire asked how many applications were "worth considering". The answer was, on average, less than half. In a large number of cases, after further consideration and interview, many of these were found to be unsatisfactory.

Excluding posts for which a decision was pending, it was found that in about one-quarter of the cases (58 posts) it had not been possible to make an appointment, owing to lack of a single suitable applicant who was willing to accept.

Some of the schools proposed to re-advertise; the others were proposing to patch up some kind of a programme using existing unqualified and part-time staff, to curtail the amount of physics taught or even, in one or two cases, to remove physics from the curriculum.

Of the appointments made, almost all were graduates, but not necessarily in physics. About 20 per cent and possibly more (details were not always given) were in other subjects, including engineering, chemistry, biology, agricultural science, textile chemistry and psychology. In several cases, the head was apprehensive about the success of the appointment he had felt obliged to make, *faute de mieux*.

It is significant that the situation with the more senior posts is considerably better. The advertisements for Scale 3, and higher, posts attracted an average of 18 applications each, the range being from 5 to 40; but, even of these, only about 40 per cent were thought "worth considering". Of the 43 posts, all but three had been filled, with one decision pending: only two of the appointees were expressly stated to be non-physicists one an engineer and the other a biologist who had taken a re-training course.

About 64 per cent of the vacancies had arisen through the normal evolutionary processes of any labour force: personal or domestic reasons, transfers, promotions, or retirements. As for the rest, 14 per cent were new posts, mainly the result of an increased provision of physics and electronics teaching, to satisfy pupil demand. The remaining 22 per cent were caused by the previous holder ceasing to be a physics teacher.

About 10 per cent were moving into other posts in the general field of education, – in HE, FE or industry, or the forces or overseas – but 12 per cent (35 people) were moving into industry, or commerce, or other types of employment. Industry, remote from education, particularly electrical and electronic, claimed the lion's share.

Although their destinations were varied, their reasons for leaving were always the same either an immediate and substantial increase in pay, improved prospects for the future or to escape the frustrations of inadequate resources. It is perhaps hardly necessary to point out that this situation is entirely consistent with the observation that it was much easier to make satisfactory appointments to the more senior, and therefore better paid posts.

It is impossible to summarize adequately the comment volunteered by respondents. The general impression gained by reading them is one of gloom and despondency, and apprehension about the future. Words like "worrying", "serious", "grim", "desperate", "severe shortage" and "poor quality" recur frequently. There is stress on the shortage of young new entrants to the profession. We read of a school advertising three times and obtaining only one applicant, who was "shy, nervous, and a weak candidate in any other subject"; of a school that has failed to appoint a physics graduate for four years; of a physics teacher whose qualifications are O-level general science plus some biology; of another with a degree in a peripherally related subject whose physics background is a grade E at A level of a school where the only applicants were a geographer and a person not a qualified teacher; and so on. The tale is endless. Even the few bright spots are informative; of the 20 or so heads who were satisfied, about half had made appointments in Scale 3 or better. Even in these cases the phrase "very fortunate" keeps recurring.

Let it be admitted at once that the evidence is based on information from a small number of schools; however, they probably represent a large fraction of all those which are trying to recruit physics staff. In the others, the situation may not be quite so grim, although the head's comments give no suggestion of this: but it could be a good deal better, and still be bad. Of its nature, the evidence is particularly relevant not only to the immediate present but also to the situation in the future.

Perhaps more significant is the fact that statistics from the Graduate Teacher Training Registry show that the number of students embarking on teacher training courses with physics as their main subject fell from 489 in 1982 to 408 in 1984 about 10 per cent per year. More alarmingly, applications for training courses starting in September 1985 were, in March 1985, 34 per cent down on application at the same time in 1984. This trend is confirmed by a recent survey of PGCE physics tutors conducted by the Institute of Physics.

The situation has been bad and is getting worse. The diagnosis of the malaise is clear: low pay, particularly for young people in areas with high housing costs, and the frustration of trying to work with inadequate resources. Combined with the temptations of the affluent and expanding electronics and computer industries, which are particularly relevant to physics graduates, the whole is a sure recipe for disaster.

I am grateful to the Institute for providing the data reported above: the opinions expressed do not commit that body in any way.

Professor Thompson is Emeritus Professor of Physics at the University of Bristol.

Bill Dennison and Neil Straker suggest it is time to package up your maths and science troubles.

The low pay of teachers, the erosion of their status and the comparative attraction of alternative work have all helped to worsen the shortage of maths and science teachers in secondary schools.

The growth of computer studies has robbed mathematics of perhaps 2,500 teachers. Similarly, the skills of physics teachers are needed to staff the new technological and vocationally biased curriculum of the upper secondary school and disproportionate number of physics teachers hve become local authority or school TVEI coordinators, further stretching a scarce resource.

The recession of the 1970s reduced the demands for these graduates from manufacturing industry and gave teacher recruitment some respite. But that reduction has been more than made up by the requirements of finance, commerce and insurance for numerate graduates, increasingly with computer competence.

A further factor becoming more prominent is the growing market for graduates in information technology and related areas. The main demand is for computer programmers, software engineers and electronic specialists. But because this will not be satisfied by graduates in these specializations, mathematicians and physicists will be attracted by the higher salary and status that such work can offer.

The increasing needs of this sector of industry should not be played down. Projections by the Alvey Directorate and the Department of Trade and Industry (the IT skills shortage committee) imply an annual excess of demand over supply of at least 5,000 graduates by the late 1980s. All of the main recruiters report that their requirements will grow.

The position of schools in such a potentially competitive labour market is poor. There must be little likelihood that they will be able to attract the number and quality of staff required. Their most scarce resource will become still scarcer.

The effect of the shortage of good mathematics and physics teachers is cyclical: already there is evidence that the proportion of young people studying maths and physics at A level has fallen from a 1981 peak. Fewer and less able staff teaching a subject must reduce a pupil's inclination towards it. As a result the Government strategy outlined in the higher education green paper must be at risk.

If insufficient numbers of young people choose to study science, engineering and technology then the reorientation in higher education that the Government intends will not be achieved. For all of these activities mathematics and physics are core elements but with fewer graduates produced; an even higher proportion recruited by IT-related activities (both in the UK and elsewhere); fewer teachers entering the profession; still fewer A level candidates in mathematics and physics: we have all the elements of downward spiral.

Various solutions have either been tried and found wanting or are regarded as politically impracticable. Schemes to attract good quality graduates through scholarships or to recruit direct from industry have had minimal impact. The notion of differential salaries is firmly rejected by the teaching unions.

In practice, the most likely response of schools and local authorities to increasing shortage will be to either teach less of the subjects or to teach them with unqualified staff: both seem likely to enhance the downward spiral. Perhaps the problem is exaggerated by too much subject specialization in the upper secondary school. However, so long as there are three-year honours degree courses, that specialisation is likely to continue. Even falling rolls, reducing overall demand for teachers, seems likely only to reduce, not minimize, the scope of shortage.

A more radical solution is demanded. Mathematics and physics teachers have to be regarded as a scarce resource, with their skills and knowledge utilized to the maximum effect. The 350 mathematics missionaries, appointed recently, represents a step in the right direction. It is based, though, on an outdated view of one teacher helping others by example and exposition. The scarce resource needs more effective utilization.

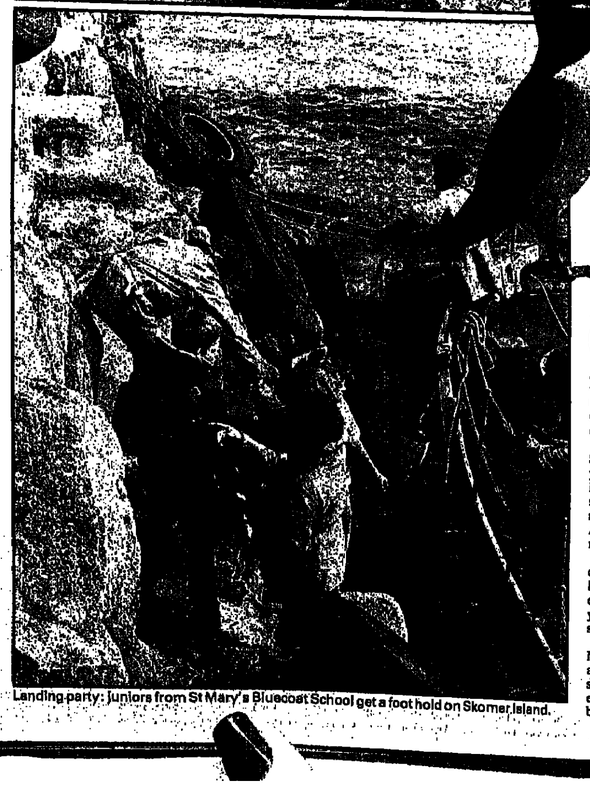
Technology provides the way. The inter-active video, (that is, video disc and microcomputers linked) offers enormous possibilities in terms of distance learning. There is no reason why an O level physics course cannot be effectively packed into a programme for use in schools. Indeed, most course in shortage areas could benefit from central development of teaching and support materials.

Two different types of staff are needed. Those designing and evaluating programmes and delivery systems; and those remaining in schools to assist the children. The design stage might involve groups of local education authorities.

In effect, the shortage of mathematics and physics teachers could be used as an opportunity to reorientate schools away from the single teacher, cellular mode. It will involve considerable investment initially, but it provides the only feasible solution to shortage. Recent experience from the MSC Open Tech Unit indicates that with increasing sophistication individual learning is enhanced through non-traditional modes. There appears to be no reason why such gains cannot be transferred to secondary schools.

Bill Dennison is director of advanced studies and Neil Straker lecturer in education at Newcastle University School of Education.

Pooling information on the rocks at Dale with Tony Thomas, Field Studies Council director.



Landing party: juniors from St Mary's Bluecoat School get a foot hold on Skomer Island.

The real puffin club

Marsha Hanlon goes to Dale Fort field studies centre with a pioneering group of primary pupils.

"Can I touch it?" asked a fourth year pupil from Shropshire, tentatively reaching toward the brown speckled gull's egg. "Is it that size when it's laid or does it expand?" asked another. We were on Skomer Island nature reserve in Dyfed, where expert staff from nearby Dale Fort Field Studies Centre were leading the Centre's first-ever group of primary school students into an awareness of the environment.

Some of the nine other Centres run by the Field Studies Council have welcomed junior schools for years, but until now it has been on an ad hoc basis. Most residential courses at the Centres are for sixth formers or adults. Financial cutbacks in the schools, though, have reduced the number of A level groups who come to learn about environment, ecology, geography and geology.

Tony Thomas, the Council's enthusiastic new director, decided that the self-financed Centres had to expand to new markets. And, as an environmentalist, he is keen to encourage youngsters – and their teachers – to take a scientific interest in their natural surroundings.

Working with Jack Cornall, headteacher at St Mary's Bluecoat School in Bridgnorth, he arranged for third and fourth year pupils from the school to take part in a pilot project, a residential environment studies course at Dale Fort. "It can't be a watered-down O level course," said Mr Thomas. "You have to think yourself into dealing with juniors."

Jack Cornall and two other teachers spent a weekend at the Centre in March, planning their week's programme with Tony Thomas and the Dale Fort staff. When I joined the school party on a May afternoon, they were spending the day at Skomer.

"Have you seen any puffins yet?" I asked one pupil. "Yeah, they're great! There are some," he said, pointing to a mass of birds overhead. "You can tell them from gulls because their wings flap," he added, repeating a recently learned lesson.

David Emerson, Warden of Dale Fort, explained which birds build nests on the cliff's grassy slopes and which favour the narrow ledges below. The children sketched the site, placing kittiwakes, fulmers and guillemots in the hierarchy.

Like his pupils, Jack Cornall also scribbled in a notebook. "It's a dream for me just to sit back and take notes from the specialists," he said. "When we get home, the other teachers and I will have a planning session on how to carry on with what we've learned. It's up to us to use this week as a springboard."

A captured Skomer vole ("Notice how gently I hold it," pointed out Mr Emerson), two curlews and a lone peregrine falcon were among other species seen before we returned to the jetty. Prior to boarding Dale Fort's converted lifeboat for the journey back, the children worked out bearings. "Is it true or magnetic?" asked Tony Thomas. "True," replied one girl. "We took it from a map."

During the crossing, David Emerson admitted he had personal reservations about presenting ecological information to such young children, but found that few adjustments were necessary. Mainly, he said, it's a matter of encouraging participation so they don't get bored. And there was the delicate balance of stressing safety ("No climbing, stay on the path") without stifling initiative.

He had explained the importance of avoiding litter (puffins can choke on flip-tops from cans) and reminded the pupils not to crush burrows. The extra effort to spell things out, he felt, was amply rewarded because "the children are very receptive to our ideas."

Back at the Centre's laboratory, pupils reviewed and recorded the birds and mammals they had seen. After dinner, they climbed up to the Centre's weather station. From their own observations and from the Centre's equipment, they filled in a daily record sheet with hours of sunshine, amount of cloud cover and direction of wind.

Then catch-and-release traps were set for insects and mammals. "That's something I hadn't thought of doing at school," said Mr Cornall. "We could keep long-term records."

One morning, pupils visited mud flats for a session of spot the wormcast. "Roll up your sleeves and wiggle your arms in the mud," invited the indefatigable Tony Thomas. "Find out what it's like to be a worm."

The children also were helped to discover heavy clay beneath the mud, and to gather whitecat and bristleworms as well as the more common crabs and empty shells. Reminded to leave things as found, they replaced the mounds of mud they had dug up, then returned to the lab with a bucketful of specimens to inspect under microscopes.

"Lab work," said Mr Thomas, "reinforces the practical session we've just had. If they observe, record and comment, at least they'll know what's there next time they go on a seaside holiday. Whether they do anything with it is up to them, but the more you know the more interested you're likely to be."

Next on the schedule was a survey of the rocky shore, using square frames to focus on one area of rock at a time. Some plant forms, the pupils found, cling to underwater rocks. Others prefer rocks which are submerged only at high tide, or those out of the water's range. Jack Cornall was enthusiastic: "I'm getting a scientific approach which I can use for all kinds of study nearer home."

Having started its marketing campaign with the Bridgnorth school, the Field Studies Council intends to promote its Centres to other junior schools in Shropshire, then will systematically widen the net. The 10 Centres, after all, stretch across England and Wales, from Essex to Devon, Surrey to Yorkshire.

A video of this pilot project will be shown at the Bridgnorth Teachers' Centre in July. In October, teachers from junior and lower secondary schools in Shropshire will be invited to the Field Studies Centre in Shrewsbury for a one-day session on teaching ecology.

Mr Thomas hopes that some teachers will then opt for tailor-made residential courses at Field Studies Centres, but he's also keen to help teachers develop programmes at their own schools. "If fieldwork is healthy," he said with a shrug, "so is our organization." Wherever the setting, the aim is to achieve a better understanding of the environment for all, he added. "Then, when it comes to deciding whether to build a road through woodland or to put up an oil refinery, we'll be able to make well-informed decisions."

Several Centres already offer group leadership courses for non-specialists (such as junior school teachers) who find they're responsible for environmental studies. A feature of the course is to show teachers how they can use experts to help. Mr Thomas has grave reservations about untrained teachers doing fieldwork without a planned and scientific approach: "But if we meet with teachers, either at a Centre of in the schools, we can move forward together and learn from each other."

For Jack Cornall, too, working with specialists at the Centre was a valuable two-way process. "Primary teachers and experts are often sceptical about each other," he admitted. "They're interested in putting information over, and we're concerned with the mechanics of getting it through to the pupils. It's marvellous how we learn from each other."

Information about in-service training and residential courses in environmental studies can be obtained from Tony Thomas, Director of the Field Studies Council, Preston Montford Field Centre, Montford Bridge, Shrewsbury SY4 1DX (0743 850674)

Teachers for animal liberation

Hugh David reports on the 'small but influential' teachers' group intent on making schools fur free zones.

Be they seals, frogs, pit ponies, battery hens, laboratory rats, school pets, feral cats or smoking beagles, in the last few years animals have been winning friends and influencing people as never before. There are old ladies who manage to stretch their Supplementary Benefit payments to buy food for the scores of wild cats in all our major cities. There are middle-class green-welly groups who shepherd convoys of toads through fast-moving motorway traffic, and there are pressure groups dedicated to mobilizing public opinion on all forms of animal exploitation.

The Animal Liberation Front has probably the highest profile with its commando-style "liberation raids" on research laboratories and school animal houses, and its spray-painted threats of even more drastic action. But, as a correspondent to *The TES* pointed out last year, there is no shortage of more orthodox groups equally committed to animal rights. There is the RSPCA, the National Anti-Vivisection Society, a corps calling itself Animal Vigilantes, and another which goes under the name Animal Aid; there is the Humane Research Council, the Lord Dowding Fund for Humane Research, Beauty Without Cruelty, Compassion in World Farming, and the British Union for the Abolition of Vivisection.

And now there is Teachers For Animal Rights. Readers of the *Mail on Sunday* will already know that Teachers For Animal Rights is the outfit which wants the nursery rhyme *Three Blind Mice* banned from schools because it ridicules and degrades animals. They may not necessarily know, since the article did not tell them, that the group also has policies on the issues of free school milk, classroom pet-keeping, vegetarian meals, zoos and safari parks, home economics syllabuses and the content of textbooks and other reading material available to children.

"Women, black people and animals are living beings and should not have to suffer fear, harassment, injustice, ridicule and deprivation of basic rights", TFAR founder and organizer Wanda Dejlikdo told the press last January. That was why *Three Blind Mice* should be banned. She stands by those words today. "Would you like your tail chopped off with a carving knife?" she asks. "That's what it comes down to."

An intelligent, articulate Inner London primary school teacher, Ms Dejlikdo formed Teachers For Animal Rights in October last year. But her active involvement with animal rights campaigning dates back to April 1982. "I saw a television documentary about the treatment of animals in laboratories and on factory farms", she remembers. "It was the most shocking thing I have ever seen." As a direct result she joined the South London Animal Movement, but was gradually convinced that it would be "to the animals advantage" for her to devote her considerable energies to starting a new educationally-based pressure group.

"I'd met people, teachers from other schools, teachers who also came to SLAM meetings", she says, "and it was obvious that there was so much to be done actually within education. You know, there were reports in the papers about school pets being left to die over half-term, and then there was all that business about A level dissection a while ago. Even in my own school, I remember a time when I found a group of children throwing pet gerbils up in the air and catching them."

'Three Blind Mice should be banned.'

TFAR began with a letter Ms Dejlikdo wrote to the ILEA teachers' magazine *Contact* and a small advertisement she placed in *The TES*. Now her evenings and weekends are taken up with guiding the group's slow but steady growth. Its membership, currently "64, but influential", already includes teachers from every form of school and college, students, inspectors and one "especially valuable" school governor. The paraphernalia associated with its mailing shots and piles of clippings destined for inclusion in its quarterly bulletin have long since taken over most of the front room at her house in Tooting, south west London.

Wanda Dejlikdo: supports the Animal Liberation Front 'totally . . . all the way'.

"Most of this is preaching to the converted, I know", she says, moving a pile of papers and anti-animal children's books from the coffee table. "But in the bulletin we do try to give both sides of the argument. We need to. We have to keep an eye on what the other side is doing."

The Other Side, it is apparent from the many cuttings from *The TES*, *The THES* and other journals reproduced in the two most recent issues of the TFAR bulletin, is a bizarre unknowing alliance of:

- publishers who still advertise "animal exploiting" books with titles like *Mr Bear's Birthday* in *The TES* books pages;
- zoos, dolphinaria and safari parks which try to woo school parties;
- the ILEA, which still provides free milk for infants' schools;
- school meals officers who don't provide either vegetarian or Vegan meals;
- school meals officers who *do*, but continue to cook them in animal fat;
- examination boards which insist on retaining dissection as part of their A level biology syllabuses; and
- the National Dairy Council and New Zealand Lamb Education Service which both promote products in schools.

The connection between the various bodies becomes clear from Wanda Dejlikdo's conversation. The views she expresses are her own, she insists, but there seems to be little conflict between them and the declared policies of the group.

"I am a vegetarian; a Vegan, which means that if I'd made you coffee you'd have had it with soya milk", she says. "I don't wear leather shoes or anything made of silk. I no longer *buy* anything made of wool, although I do still occasionally wear a couple of old woollen sweaters. Obviously I can't eat school dinners and, interestingly, nor can an increasing number of children. Youth For Animal Rights recently did a survey about that. D'you know, 69 per cent of its members reported that their schools didn't serve vegetarian meals, although 86 per cent said they would be prepared to try them? We've got all the details in our latest bulletin, if you are really interested."

Also included are the inevitable clippings about vivisection and school dissection. One, headed "Wreaths laid for lab animals" comes from *The THES*. The longest is a closely-argued, two-page essay entitled "Those who are about to die salute the new breed of scientist" which rather surprisingly first appeared in the magazine *Computer Talk*.

But the whole area of vivisection and dissection is so patently and irredeemably wrong to Wanda Dejlikdo that she is at first reluctant even to waste time talking about it. The arguments have been aired so often she is aware that her own opinions will come as no surprise. She is far keener to discuss other areas of special interest to Teachers For Animal Rights: "Rural studies courses. Have you heard about them? I know some schools are offering them, and I'd love to know exactly what goes on. They are something we must keep an eye on."

Eventually, however, she comes back to vivisection. "Yes, I support what the Animal Liberation Front are doing. Totally. All the way", she says flatly.

And to school dissection: "I did dissection when I was at college, I suppose I cut up about 10 animals over two years. It was interesting but totally unnecessary in my view. I thought so then and I think so now. But don't get me wrong; I wouldn't particularly class myself as a sentimental animal lover even now. No, it's wrong because it leads to a desensitization. It has to. Cutting up anything – a worm, a frog, a dogfish, a rat – in school just institutionalizes the idea that it is perfectly all right for us to use animals any way we want. It leads children to accept unthinkingly that cows are just there for us to milk or to kill and eat, and that sheep are just there to provide us with wool.

'Children accept unthinkingly that cows are just there to milk'

"This is the job which Teachers For Animal Rights has got to do. As teachers we should all be making children think, not blindly preserving the status quo. That's what it amounts to when we give out free cows' milk, or see that kids eat up their school dinners, whatever they are, or teach them nursery rhymes like *Three Blind Mice*."

Review

Children's minds

Nicholas Tucker on a mixture of new blooms and hardy perennials in the developmental psychology garden

Attachment. By John Bowlby.
Penguin £5.95.
Children's Minds. By Margaret Donaldson.
Flamingo £1.95.
How Children Fail. By John Holt.
Penguin £2.95.
How Children Learn. By John Holt.
Penguin £2.95.
Sisters and Brothers. By Judy Dunn.
Fontana £2.95.
Individual Differences; theories and applications. By Vivian Shackleton and Clive Fletcher.
Methuen £2.95.
Child Development Made Simple. By Richard Lansdown.
Heinemann £3.95.
Boys and Girls; superheroes in the doll corner. By Vivian Gussin Paley.
The University of Chicago Press £11.60.

Developmental psychology has not always enjoyed a high reputation with the teachers, parents and others inclined to sample it from time to time. There are good reasons for this. Academic psychologists, conscious of the shaky foundations for what is still a new discipline, are often most concerned with constructing models of behaviour that actually work. Such models inevitably reflect cut-down versions of the real thing operating in the simplified conditions necessary when variables have to be strictly controlled. The results obtained can be interesting enough in themselves, but fall short when it comes to reflecting the known complexity of human motivation and behaviour.

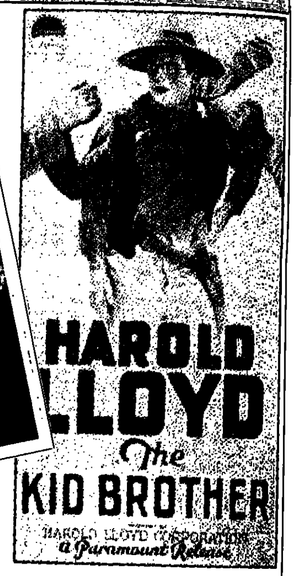
But problems arise when such tentative findings become translated by the media or occasionally by over-enthusiastic psychologists into confirmed facts about all human existence. John Bowlby's early work, for example, has been accused of needlessly frightening a whole generation of mothers into never leaving their babies for a single evening, let alone a part-time job, through his stress on the emotionally disastrous effects of premature mother-baby separations. In academic circles his theory stirred up exactly the type of argument that leads to the future research and hypothesis-testing necessary for the establishment of any scientific discovery. But as a public-relations exercise for developmental psychology, the continual charge and counter-charge of this particular debate has caused various lay readers to despair that child-rearing experts could ever agree among themselves. Bowlby's final thoughts on the subject were summed up in *Attachment*, first published in 1969 and now re-issued in a second edition. The case he presents today is far more balanced while still controversial, and must certainly count among the most important work ever completed by a British psychologist.

Psychological best-sellers since have had less contentious rides. Margaret Donaldson's *Children's Minds* also re-issued now after first publication in 1978, proved acceptable to readers probably because it stressed what they always knew. Faced by Piaget's pessimism about infants' general incapacity to put themselves in other people's shoes, Donaldson proved that they can show considerable empathy early on if presented with situations genuinely meaningful to them. And if infants can do better than expected in this area, why not in other forms of learning too? For Donaldson, the need was to change teachers' expectations of children; for John Holt, the need was to change orthodox classroom practices altogether. *How Children Fail* and later *How Children Learn* were both mini-bombshells when they appeared in the 1960s, and well deserve re-issue today. As Holt saw it, children often merely pretended to learn in an educational environment which through pressure of numbers fostered a blind belief in group "right" answers as opposed to independent attempts to get at the truth. But while Holt's work continues to ask the right questions, the answers he came up with seem less convincing now. The discovery learning techniques he suggested have not always delivered the goods in the way he hoped; indeed for Holt there is now no school that adequately serves the interest of each child, and in his later writing he has come out against all compulsory schooling in favour of learning at home.

New psychology paperbacks continue to present the more human face adopted by writers in the last two decades. Judy Dunn, for example, quotes instance after instance of sibling behaviour in *Sisters and Brothers*, all of which readers can recognize from their own family experiences. Far from attempting to construct any abstract, universal model of family relationships, she writes from an observer's point of view, recording what she sees and only then trying to draw some of it together. Her conclusions are that the relationship between brother and sister varies from family to family, with 28 per cent of children in one sample quarrelling constantly with their siblings and 36 per cent hardly disputing at all. Such differences can be found at every age and tend to persist into adulthood. Unlike other writers, Dunn does not blame parents for the negative side of this picture. For her, each child's individual personality is the vital factor in determining how well he or she gets on with other siblings, regardless of birth order, age gap or gender. Those parental practices that do seem more effective than others are duly documented, together with abundant evidence of children's extraordinary ability to annoy each other at any age – yet more proof of the early empathy Margaret Donaldson described in her work.

Spurred on by this excellent little book, readers might turn to *Individual Differences: theories and applications* in order to discover more about those personality factors that can separate us from birth. But while the authors have much to say about the measurement of individual differences and the various attempts to explain such variations, there is little discussion about such differences in the attitude and behaviour of the very young. Yet researchers are now claiming that pronounced personality differences can be spotted even from day one; a claim that surely could have been explored in a book given over to this topic. For this information and much else besides, Richard Lansdown's awesomely well-organized *Child Development Made Simple* is recommended, which packs into its 250 pages as much as would fill out an American psychology textbook ten times as long.

Finally, some controversial research on an extremely controversial subject: sex-role and gender in the young. As a Chicago kindergarten teacher, Vivian Paley records in diary form the way that her pupils over one school year persist in proving that differences do exist between boys and girls, particularly in the area of violent as opposed to domestic play. *Boys and Girls; superheroes in the doll corner* insists that that such behaviour manifests itself despite the teacher's intervention and disapproval, and that this is proof of a genetic component to such play. Yet it is noticeable how the boys' play constantly imitates stereotypes drawn from television, which also suggests a strong cultural influence at work. Such arguments about the influences of genes as opposed to environment are unlikely to be settled once and for all either here or anywhere else – a reminder that while psychology books may now have some of the answers, the biggest questions about human behaviour remain as baffling as they have ever been.



Leaving the cinema smiling

by Betty Tadman

Mr Chips. The Life of Robert Donat. By Kenneth Barrow.
Methuen £9.95. 0 413 58070 9
Harold Lloyd. By Tom Dardis.
Penguin Books £5.95. 0 1400 7555 0

Interspersed with extracts from letters and manuscript jottings, plentifully illustrated with private and film photographs, Kenneth Barrow's account of the private life and public career of Robert Donat is both harrowing and delightful.

Donat was the embodiment of charm. His voice seduced the ear, his beauty the eye, yet he is not remembered for romantic roles. *Goodbye Mr Chips*, in which he played his most famous film characterization, is based on the qualities of resignation and failure. Unwittingly, a picture emerges of an insecure man incapable of fidelity, even to the most permissive and understanding of wives. It is as though each new acquaintance is regarded as a fresh audience to charm and conquer. There is a weakness about him which cannot be attributed to his chronic asthma and it is this weakness which he instinctively exaggerates in the part of Mr Chips.

His stage career was overshadowed by the increasing fame of his contemporary Laurence Olivier, his radiant beauty was dimmed by ill-health while the high energy of Olivier carried him on in confident expansion of his talent. Barron stresses the natural warmth and tenderness of Donat's persona and acting presence, contrasting it with Olivier's extreme difficulty in achieving even the illusion of warmth despite the brilliance of his technique.

Donat was an MGM star who knew all the acting luminaries of his day yet he refused numerous important film roles in favour of the close audience contact of a stage performance. He invested and lost his own fortune in an actor manager's venture which failed. The shattering effects of permanent infirmity, emotionally doomed love affairs, and his frustration as an actor manager might have soured him but fortunately for him and for the book, his witty intelligence and natural bouyancy remained to the end. A fine tribute to the most graceful of actors.

"I am not funny. Situations are funny. Gags are funny. Sequences are funny." So spoke one of the masters of silent comedy, Harold Lloyd, the boy next door. In a 1922 poll taken by *Photoplay*, the readers were asked to name their favourite comedian, Charlie Chaplin received 3,060 votes, Lloyd 4,650. All exhibitor polls for 1927 and 1928 showed Lloyd as the number one box-office attraction in the United States. Chaplin was his only real rival, Buster Keaton running a very poor third.

The adoption of lensless hornrimmed spectacles helped the handsome vigorous actor to take on the appearance of the emerging white collar worker with whom the audience could identify. Chaplin's little tramp had decreasing relevance to the new breed of underpaid subservient office and shop workers. In his best-known movies a series of chances lead Lloyd's hero into acts of athletic daredevilry culminating in a rapturous embrace as he gets the girl. Optimism reigns, the audience leave the cinema smiling.

Well into his seventies Lloyd could swim the length of his Olympic pool under water. He needed little sleep, was an excellent dancer and an all round athlete. His tragedy came with the advent in 1928 of the new "speak movies".

Tom Dardis is concerned to re-evaluate Lloyd's reputation as one of the top film pioneers of the silent era, his book should do much to stimulate interest in his genius. In a moving first chapter Dardis describes a visit he made in 1979 to H L's 16-acre estate in Beverly Hills. The 32-roomed Italian Renaissance mansion had been bought by an Iranian. Everything else on the estate had been obliterated, fountains were overturned, the swimming pool and pavilion smashed by bulldozers, the formal gardens devastated. Twelve plots had been marked out, giant fissures cut in the once immaculate lawn. H L had expected Greenacres would become a museum devoted to the history and art of motion pictures. He had stated so in his will but sadly the necessary investment never materialized.

The account of Lloyd's rise to fame, his unsuccessful attempt to come to terms with sound, and his various hobbies is approached sympathetically. The pages are enlivened by an abundance of photographs and the end pages contain an exhaustive Filmography. The free-wheeling rapid production techniques of silent filming are described together with comments from contemporaries.

"We have no scenario. We get an idea, then follow the natural sequence of events": Mack Sennet. Improvisation and collective creativity flourished in the sunny innocent beginning of film-making.

"There was no such thing as a producer. The actor and the director sat around and talked about a scene, and everyone put in his two cents": Gloria Swanson. 'Happy days!

America for beginners

Longman History of the United States of America. By Hugh Brogan.
Longman £19.95. 0 582 35385 8.
The Limits of Liberty: American History 1607–1980. By Maldwyn A Jones.
Oxford University Press £9.95. 0 19 913030 9.

The increasing popularity of American history and politics in schools and universities has long justified a good single-volume history of the United States. Unfortunately, the trend among professional historians has been biased against the kind of enterprise which both Professor Jones and Hugh Brogan have undertaken so successfully. Increasing specialization could more easily be accommodated in monographs and articles than in general histories. True, there are multi-volume histories of the United States but they do not provide students with an attractive overview of the whole of American history – a history which because of the reverence for the Republic's founders and its constitution cannot be severed from current politics. Similarly, despite the recent vogue for minority history – which seeks to correct the importance attributed to the deeds of white heterosexual males by paying some attention at least to what was happening to women, ethnic minorities and gays – the self-conscious emphasis on neglected groups is not perhaps the best starting point for understanding the shaping of American political institutions between the 17th and 20th centuries. Now the situation is transformed. Although the authors approach their task very differently, these two books together fill an important gap in a way which should please teachers and students alike.

Hugh Brogan's narrative is deliberately personal, even idiosyncratic, in tone. He explores in depth only those themes which interest him, concentrating on what he has found his students need to know. There are few footnotes and those there are explain terms (such as the caucus, Tammany and the spoils system) whose meaning may not be familiar to the British reader. The bibliography is similarly lean and contains only books which Brogan feels out of decency he ought to acknowledge or, more importantly, those which will make the study of American history enjoyable since, to quote Samuel Butler, one should always "eat a bunch of grapes from the top". Throughout the book, Brogan inserts opinions not in the manner of the dispassionate scholar but rather as a grandstand commentator on a sporting event. In less competent hands such an approach could have been a disaster. In fact, it has enabled Brogan to produce a book which is both compelling reading and explains the course of American history with a rare economy. Never does the author lose control of his material and rarely does he fail to enliven the familiar themes by a judicious witticism or an arresting aside. Indeed one of the pleasures of the book is the feeling that one is in the presence of a living author who is manifestly enjoying his subject, as when Benjamin Franklin is introduced as the one of all great Americans whom Brogan would most like to dine with in heaven – a judgement which presupposes much about the entrance requirements and the catering arrangements in the celestial city.

To say that Brogan's account is masterly is not, however, to accept all his generalizations. He writes very much as a historian rather than a political scientist – not so much in style (which might be deemed a compliment) but in terms of the questions which he feels need subtle discussion. Thus on the landmark *Brown v Board of Education* decision, Brogan notes that the legal logic was "not impeccable" but says that it "scarcely matters". Unfortunately, it does matter very much. Anyone seeking to understand the role of the post-1954 Supreme Court must appreciate the extent to which changes in the judges' mode of legal reasoning affected the legitimacy of the Court. Similarly, while the enunciation of judicial review was highly significant for America's constitutional development, the idea is not to be equated with judicial supremacy, much less with the maxim that the "Constitution is what the Supreme Court says it is". Such breezy statements have the merit of engulfing the student in too much constitutional complexity; bu they may store up trouble for the future if, as too often happens in the area, they encourage the neglect of the extent to which debate has always surrounded the role of America's judges.

Maldwyn Jones's book is very different from Hugh Brogan's. Although he eschews footnotes, there is a detailed bibliography which may make this book preferable to Brogan's for the teacher and for the advanced student. The style is less personal than Brogan's and the Professor Jones is rather hesitant to make stark judgements and more concerned to show how contemporary assessments of a politician may need adjustment in the light of subsequent events. The chronological narrative is brisk and well done and there are thematic discussions of society and culture to compliment the more political topics. As one would expect from an authority on the subject, the related questions of population and immigration are well-handled, although perhaps there is too little attention given to the divisiveness of ethnic dilemmas in American society. Equally, the discussion of religious developments between 1940 and 1980 is a little rushed and fails to capture the new role of conservative evangelicals and fundamentalists in American society.

Ultimately, however, these are quibbles. Both books ought to be on every American studies reading list. And, if Professor Jones's works commends itself more readily as a standard text for university students, Hugh Brogan's book will delight the general reader as much as the student.

Gillian Peele

What Marx really meant

Marxism and Morality. By Steven Lukes
Oxford University Press £12.50. 0 19 876101 5

With this first-rate work, Steven Lukes has achieved two things: not only an examination of a controversial subject that is, within the limits of a short book, exhaustive; but also one that, though not neutral, is yet free from the taint of partisan polemics.

The difficulties attendant upon such an enterprise are many, given that Marx in his several roles spoke with different voices. The theorctician said one thing; the practical politician, constrained by the demands of expediency, often another; the journalist sometimes a third; and the private person, the most orthodox Victorian morality and the attendant prejudices. To try to determine what the "real" opinion of the man was upon the subject in question would require one to abandon objectivity; for to assert the "truth" of one of the views to be found in the mass of writings, as against others, could be the result only of *parti pris*. Engels is less complex: but the identity of his views with those of Marx is not to be taken for granted.

Mr Lukes sets himself the task of discovering whether there be not some underlying idea that might resolve at least the most crying of the seeming contradictions and paradoxes.

He suggests the following: These contradictions and paradoxes at bottom amount to this: First that Marx was anti-utopian so far as producing blueprints for a radically new society was concerned; but utopian insofar as emerging from existing society, a radically new society that in the future would emancipate men from the slavery of having to be direct agents in production, with all the social ills inescapably arising therefrom. Second that Marx was contemptuous of rights and morality in that he saw in their very manifestation the expression of bourgeois tyranny that oppressed the working class, and considered that having recourse to them in the cause of emancipation was like asking the instrument of one's ruin to become the patron of one's salvation; and that he none the less assumed that in the emancipated society of the future, what was substantial in rights and morality would, once freed from the limitations imposed upon by class society, come into its own.

The apparent contradictions and paradoxes vanish so soon that it is agreed that the terms that appear to have this relation are in fact in no way related. Both views of utopia and of rights and morality are correct. The ground of the one is the present, that of the other the emancipated society of the future.

This, however, does not dispose of the problem raised by the lacuna in Marx's and Engels's writings, something that Mr Lukes discusses, inter alia, in the context of ends and means. Here too the matter is bedevilled by the distinction between present and future. It becomes clear that the pre-determination that the emancipated society of the future (latent in present society) is already on the way to being achieved, and that this is, despite everything, assured by the development of "history", makes for dogmatic certainty that the end justifies the means. Specious arguments are easily produced to assure self-righteous fanaticism of its self-evident superiority, and justify its resort to violence.

Yet Marxism, if it is not to remain sunk in the intellectual-moral degeneracy that has overtaken it, ought to be able to give some rational explanation for the lack of anything approaching civilised social relations wherever so-called "revolution" has triumphed in its name. Mr Lukes does not say whether this may be possible. What he does assert is that once the dogmatic assurance of the coming of the new Marxist-style society (however noble an ideal in principle) is abandoned, the matter of rights and morality, and that of human nature, especially in its subjective aspects, has to be reconsidered.

Here, perhaps, Mr Lukes is open to criticism for not stressing enough the extent to which Marx as a social thinker took it for granted that "man is what he eats". It was this that enabled him to sweep aside as irrelevant, virtually everything that had to do with men's inner life, any effect of which upon the possibility and outcome of revolution he refused to consider seriously. A century after Marx this hardly needs underlining.

Mr Lukes gives a clear resumé of what the major Marxist thinkers have believed Marx's and Engels's views to have been. His brief expositions of the opinions of Lenin, Rosa Luxembourg, Trotsky, Kautsky, Lukacs, Sartre and Merleau-Ponty are illuminating in that he shows not just what they held to be correct, but how their circumstances led them severally to choose this or that aspect of the Master's pronouncements.

Mr Lukes does not consider whether these errors and lacunas in Marx may not be inescapable concomitants of his analysis of capitalist production. As a possible criticism, this cannot be fruitfully pursued in a short review. And, however this may be, it in no way alters the fact that this discussion of Marxism and morality is one that should be studied by every student of Marx and Marxism.

Pierre Watter

Manchester Town Hall, 1868 scheme designed by Alfred Waterhouse – an illustration from Art and Architecture in Victorian Manchester *edited by John H G Archer (Manchester University Press £29.95).*

Shot and shell

The Archduke and the Assassin. By Lavender Cassels.
Frederick Muller £18.95. 0 584 11011 1.
The Scaremongers: The Advocacy of War and Rearmament 1896–1914. By A J A Morris.
Routledge and Kegan Paul £25.00. 0 7102 0162 1.
The Eastern Front 1914–1917. By Norman Stone.
Hodder and Stoughton £9.95. 0 340 36035 6.
The Origins of the First World War: Great Power Rivalry and German War Aims. Edited by H W Koch.
Macmillan £6.95. 0 333 37298 0.

In "The Convergence of the Twain", his great poem on the sinking of the "Titanic", Hardy wrote of the conjunction of two entities utterly unalike in origin and nature, whose collision "jars two hemispheres". Soon after, two men as totally dissimilar as the liner and the iceberg began their own slow convergence. They too "were bent / By paths coincident / On being anon twin halves of one august event"; but whereas the clash of ice and steel in the North Atlantic cost 1,503 lives, the brief coincidence of Archduke Franz Ferdinand, heir to the Austro-Hungarian throne, and Gavrilo Princip, obscure young Bosnian student, was to cost 25 million.

Visiting the Austria Army Museum in Vienna, and then the Princip Museum in Sarajevo, provides a sharp lesson in historical relativism. In the one, exhibiting the fatal car complete with bullet hole, and the Archduke's bloodstained uniform, the emphasis is all on the "guiltless" victim: in the other, it is all on the "patriotic" assassin, commemorated in eerie fashion nearby with his footprints sunk into the pavement outside Schiller's delicatessen, where he stood that June morning.

The story of the events leading up to that day, and of the day itself, has often been told. The book whose focus most closely resembles that of Lavender Cassels' new study is Joachim Remak's *Sarajevo* (1959). Comparison shows that while shorter on detail of the Serbian nationalist background, she scores heavily in her fuller account of the Archduke's character and career, furnishing as sympathetic and comprehensive an account of him as is now available. Neither can tell us much about Princip himself because there is really, it seems, very little to tell; and certain areas, for instance the extraordinarily contradictory behaviour of Daniello fitc, the actual local impresario of the assassination, and the exact degree of implication of Colonel "Apis" and the Black Hand, remain as shadowy and enigmatic as ever. There are things about the assassination and its prologue we shall never now know. The fruit of many years' investigative intercst, Lavender Cassels' book compresses most of what can be ascertained into a smoothly-flowing, lucid and evocative account.

Even more impressive is Professor Anthony Morris's account of the systematic indoctrination of the pre-1914 British public by sections (mostly Tory) of the press. In their determination to implant the notion of Germany as the source of all evil, and as a threat to the British Empire that would, sooner or later, have to be faced down or fought, proprietors, editors and their correspondents pulled every trick in the book. Their campaigns were partly sincere and provident, partly cynical and spurious – with the downfall of the allegedly pacifistic Liberal government the real, covert aim. The extent to which such propaganda succeeded can never by exactly quantified, but it must, by any reckoning, have been considerable, given the lack of reluctance with which all social classes (all over Europe) rushed to war. The hoped-for international solidarity of the workers against war was one of history's most notable non-starters.

Professor Morris is an Edwardian specialist, and this latest book, which perfectly complements his earlier *Radicalism Against War 1906–1914*, is a major contribution to the study of the long-term causation and atmospheric background of the First World War.

When it first appeared, in 1975, *The Eastern Front* achieved what few books achieve – a significant shift in historical awareness. Previously, received opinion had it that Russian military failure in the First World War derived primarily from lack of *matériel*, a fatal dystrophy in the sinews of war. Norman Stone showed conclusively that the "Tsarist army was not crippled by its inferiority in artillery or men; it was crippled by its inability to use its superiority". He also highlighted the threat posed by the dramatic increase in Russian strategic railway-building to the desperately tight timetable of the Schlieffen Plan: no wonder Bethmann-Hollweg and others spoke repeatedly of recrudescent Russia as a great thunder-cloud impending over a Germany that, if it were to have any hope of winning, could not long afford to wait to go to war.

Finally, a welcome new edition of an important symposium first published in 1972. This is far from being a mere reissue: H W Koch has rejigged and extended his introduction to take account of recent scholarship in the field of First World War Origins. Space pressure and the need to include fresh material has obliged him to jettison some valuable contributions to the first edition; but the heart of the book remains the two lengthy pieces by Fritz Fischer and Egmont Zechlin. An essential book for all serious students of this vast topic.

Martin Fagg

For converts

Just a Bunch of Girls: Feminist Approaches to Schooling. Edited by Gaby Weiner.
Open University Press £6.95. 0 335 15025X.

Just a Bunch of Girls: Feminist Approaches to Schooling is no more and no less than its sub-title promises. It is part of the Gender and Education series published by Open University Press under the general editorship of Rosemary Deem and Gaby Weiner, both of whom are on the staff of the Open University School of Education. The series sets out to provide "compact and clear accounts of relevant research and practice in the field of gender and education" and is aimed at teachers, parents and others "with an educational interest in ending gender inequality". *Just a Bunch of Girls* is far more about practice than about research: indeed the data base of most of the papers is either individual experience or experiment and observation in a single school. Readers looking for a substantive contribution to the findings of the social sciences will find the anecdotal quality of much of the book disappointing. In fact, as the series rubric implies, this volume is designed for an already committed readership, and is rather unlikely to make inroads either into the hostility of those who believe in the rightness of existing gender differences in education or into the scepticism of those who doubt the seriousness or extent of gender inequality.

Taken overall the book tends to exemplify the contradictions posed by rival feminist perspectives rather than clarifying or ameliorating them. In the first chapter Gaby Weiner alerts us to the problem. She outlines recent small but significant movements of official opinion which constitute an embryonic policy for combating gender inequality in education and she differentiates what she calls the "equal opportunities" approach of official circles and mainstream opinion (which aims at equal access for boys and girls) from more radical (and, by implication, more "genuinely" feminist) "anti-sexist" policies. Neither she nor any of the other contributors tackles the paradox at the heart of the latter position which seeks to place *female knowledge* at the centre of girls' education. If sexual oppression has already pre-constituted this knowledge it is difficult to see how such a policy can fail to reinforce the cultural and power differences between the male and female worlds. Weiner suggests that the "equal opportunities" and the "anti-sexist" campaigners can usefully cooperate on common ground. In the rest of the book it becomes clear, however, that the common ground is not very wide – non-gender-differentiated registers and dress perhaps; some agreement (though for different reasons) that part of the curriculum should be taught in all-female groups; and the promotion of girls' groups to foster self-confidence: but that is as far as it goes. On crucial issues such as school authority structures, girls' career patterns, the curriculum and, above all, on the nature of knowledge itself there is a deep ideological divide which cannot in the end be glossed over.

The essays in the book are divided into three sections. The first discusses general issues – feminist educational politics; the interconnectedness of sexism and racism (including a sharp indictment of the crude stereotyping of Asian females in some multicultural materials); male violence in schools (just how widespread is teacher tolerance of exhibitionist masturbation in class, one wonders); and the curriculum. Section two describes teachers', pupils' and occasionally parents' experiences of gender inequality. Section three outlines action programmes for several age ranges. There is a brief but well chosen bibliography and two appendices containing information on resources and contact organizations. The target readership of the book is clearly teachers and parents of a generally feminist persuasion. It will provide them with rhetorical ammunition and practical tips of some value – not least the political advantages of good humour – but without going very far to sort out the intellectual dilemmas into which they will inevitably run.

Bernice Martin

'Remouleur' (1899-1900): from Volume IV of The Work of Atget *by John Szarkowski and Maria Morris Hambourg. This final collection of the master's photographs, entitled* Modern Times, *largely concerns the commercial life of Paris at the turn of the century (Gordon Fraser £35, published next Thursday)*

On the streets

London Step By Step. By Christopher Turner.
Pan £2.95. 0 330 28814 8.
London Under London. By Richard Trench and Ellis Hillman.
John Murray £14.95. 0 7195 4080 1.

London Step By Step and *London Under London* are the winners of this year's London Visitor and Convention Bureau "Guide Book of the Year" Awards.

The first is aimed at those who believe the best way to see the capital is on foot. It describes 21 day or half-day itineraries which cover more than 600 locations. Each starts at an Underground station, provides very precise directions and includes at least one of the major sights. It also lists days or times at which particular features are likely to be shut.

The other provides an informative subterranean guide, including rivers, water mains, sewers, cable ducts, railways, cellars and defence fortresses. It traces the history of their builders from Roman times to the present day and lists those which are open to the public, explaining how to get permission to visit the more unusual ones like disused Underground stations or Cardinal Wolsey's Wine Cellar under the Ministry of Defence.

One of its most interesting sections describes the use of the Underground for air-raid shelters during the Second World War blitz, but criticizes successive governments' vast expenditure since then on new tunnels for defence purposes – "as useful to modern warfare as the Tower of London".

The book is amply illustrated though unfortunately many of the most interesting photographs have been printed too small for the detail to be appreciated. Also it errs in saying that the Cabinet War Rooms are only open to visitors on two Saturdays a month. The first book gets it right: daily except Mondays.

Gillian Thomas

PAPER BACKS

Poems of the Second World War: The Oasis Selection edited by Victor Selwyn (Dent £12, Everyman Classic £4.95). In January 1943, Spike Milligan heard a lone piper playing as the London Scottish buried their dead in Italian earth. The grief of the event inspired his first poem. It appears in this collection prepared by the Salamander Oasis Trust, which was funded by people serving in the Middle East during World War Two. Among the other poets, whose early work is represented here, are Charles Causley, Gavin Ewart, Roy Fuller, Vernon Scannell and Edward Lowbury.

Poetry Please! Foreword by Charles Causley (Dent £2.50). Margaret Bradley has selected 100 poems from among those broadcast in response to requests, made to BBC Radio 4's popular programme initiated by the late Brian Patten. Arranged alphabetically from Anon to Yeats they present a fair guide to the nation's poetic taste. Many old favourites are tracked down here, and the reader is constantly delighted by the full version of a poem remembered only by one or two lines.

The Price of Stone. By Richard Murphy (Faber & Faber £4. 0 574 435 68 4). The title of this new collection refers to a sequence of 50 subtly shaped sonnets, in which the buildings relevant to the poet's life are given a voice. The sequence is preceded by 21 new poems that confirm Murphy's vitality and establish him as one of Ireland's leading lyric poets.

Shakespeare's Birthday. By Peter Levi (Anvil Press £2.95). "The Lamentation of the dead" was the subject of Levi's inaugural lecture as Oxford Professor of Poetry in 1984. Now in a companion volume to *The Echoing Green* (1983), he presents *in memoriam* lines for three close friends, who were also fellow writers and who are partly remembered in the context of Shakespeare's life and death.

Collected Poems 1960–1984. By Francis Warner (Colin Smythe £9.95). Sonnets, both in their traditional form and in arrangements with internal rhymes, make up a considerable part of this collection. They fit in well with the poet's general lyrical and metrical style, which he uses to celebrate relationships and express moods. Several extracts from his plays are also included.

Shirley Toulson

lingo

Greengrocers Disea'se sweep's Englands school's!

One way of assessing the movement of English language is to look at the difference in the use of it in General Studies – the most popular subject at A level, and the only one taken by students of all disciplines.

Examiners have learnt over the years that the battle they did in their youth, against English teachers who knew more than Fowler, is a battle apparently no longer fought. The movement of the language is such that, for instance, over 90 per cent of the students do not hesitate to boldly split infinitives where no man has split infinitives before. The present subjunctive of the verb "to be" is also dying, if not dead. "If I were" sounds archaic, and its use is disappearing fast, even in parts of the country where idealect would suggest "I were" rather than "I was".

We all have to accept these changes, of course, even though they provoke an unbidden shudder. What is far more difficult to accept is the inexorable rise of Greengrocers Disea'se. This syndrome required its name through the propensity of greengrocers to advertise their wares – almost always plural – with apostrophes everywhere but where they should be. A good example is a sign for "Granny Smiths apple's" The disea'se seem's to be reaching epidemic proportion's in A level candidate's. I's it learn't? Could it be so bad a's to affect (or "effect" as a large proportion of A level candidate's would have it) A level examiner's?

Brian Espiner

Anglo-Indian

Common Indian Words in English. Compiled and edited by R E Hawkins
Oxford University Press (India) £3.95
0 19 561628 6

Due to the peculiar historical moment in the connection between Britain and India, Yule & Burnell's *Hobson-Jobson* (1886) became, in conception and execution, the equivalent of the *Oxford English Dictionary* for words of Anglo-Indian provenance. Changed historical conditions mean that *Hobson-Jobson* will never be rivalled.

Common Indian Words in English does not set out to compete, but to be a sort of contemporary equivalent of it. Some 200 of the words here are in fact drawn from *Hobson-Jobson* and from Whitworth's *Anglo-Indian Dictionary*, but fully half the 2,000 or so words here have been drawn from the *Oxford English Dictionary* and its *Supplements*. The remaining 800 or so have been chosen by Mr Hawkins on the basis of contemporary Indian printed usage.

The pronunciation guide indicates how English people (rather than how Indians) pronounce these words, alternative spellings are not always given, and some of the meanings provided are more limited than is warranted: "Jail", for example, is not only a "pierced marble screen", but any worked material that gives the visual effect of a net.

On the whole, however, this is an excellent little reference book for everyone who reads materials from or about South Asia.

Prabhu S Guptara

Fledgling

A Nest of Teachers. By Edward Blishen.
Allison and Busby £3.95.

It's alarming that this reprint of the volume of Edward Blishen's autobiography dealing with his emergency teacher training after the war seems quite so relevant to present debates about teacher training and teaching standards. What place does his dawning insight that "a teacher can only construct himself slowly out of his own characteristics", or his realisation that a new teacher has to suffer a lot of banana skins and custard pies before learning to walk a couple of yards, have in the present scheme of things?

As usual, with Blishen, the account is both engaging and thought-provoking. It's good to be reminded of what schools were like in what some still see as a golden age – and also how many fundamental characteristics of teachers, and pressures on them, remain unchanged. There are nice glimpses of what it was like learning to be a husband and father, too.

Virginia Makins

Travellers

Of Britain's 10,000 or so traveller families, about half lack proper camping places and therefore have little chance of securing even a basic education for their children.

The Travellers' Handbook by Bill Forrester, Gypsy liaison officer for Essex County Council, should help to change that. Under headings such as health services, housing, site design, Acts of Parliament, case law, the police and education, it provides a comprehensive review of the legal rights of gypsies. It makes valuable reading for members of this minority group and all who wish to help them. Already the first of 1,000 is almost sold, but a reprint is planned.

And an education pack to dispel classroom prejudice against travellers has just become available. *Profile of Prejudice* by Nikki van der Gaag and Lynne Gerlach also includes information sheets on Native Americans and Palestinians.

David Altheer

[1]InterChange, 15 Wilkin Street, London NW5 3NG; £5.95
[2]Minority Rights Group, 29 Craven Street, London WC2N 5NT; £4.95 & 60p p&p

Topic tasks

PRIMARY

Today's World series:
The Living Town; The Living Countryside; Patterns of Living. By Michael Pollard.
Holt, Rinehart and Winston £2.95 each.

Despite the combined efforts of authors and publishers, it is unfortunately rare to find any new publications which offer schools anything innovative in range or quality of content, structure, sequencing or design. Particularly rare are publications which effectively attempt to combine the traditional subjects in a way which enriches each curriculum area without losing its validity as a separate discipline. Today's World makes a brave attempt to do just that.

The series has been produced to provide teachers with resource material for topic work. Nothing new here, you might say, but there is a crucial difference. The author, Michael Pollard, has worked closely with the Mathematics Education Working Group, supported by the Nuffield Foundation. They have jointly produced a series which, although fundamentally dealing with social and environmental studies, includes a significant *mathematical* aspect which supports and extends the social and environmental topics where possible.

The virtue of this material is that the "mathematics" is not a mere appendage to the topics, but instead forms an integral part of them. It is therefore a vehicle for using mathematical knowledge and skills in real life situations. The mathematics required is wide ranging, from examination of simple statistics to graph work and the application of arithmetic and simple geometry, but is everywhere sound in content and expected outcomes.

Each book covers a wide range of topics. *The Living Countryside* includes the historical geography of a village, employment patterns, changing environments, farming and marketing, the development of mechanization, social structures, and leisure activities. *The Living Town* includes urban wildlife, urban development, human and animal habitats, social structures in towns, travel, local government and pollution. *Patterns Of Living* uses a structure similar to the ITV programmes *How We Used To Live*, by examining several generations of a family through family trees, ways of life and work, residential patterns, diet, transport, entertainment, holidays, health, finance and so on. Each book includes a sensible amount of mathematical "follow up", either in terms of analysis of the facts presented, or to extend the material towards deeper, more personal understanding.

Because of my personal interest in both mathematics and social studies I found the books to be stimulating and a welcome breath of fresh air. Presumably they have been written for the 9–13 age range, although I have no doubt they would find a place in many courses for older pupils. The question is, which place? I suspect that the traditional subject specialists will find them too peripheral for mass purchase, while the arch proponents of the topic approach in primary schools may well find them excessively rigorous. They are therefore caught between the demands of two bitterly opposed factions in the educational world. Fortunately it is in this delicate situation that we usually find the most sensible and realistic innovations. This series *is* sensible and realistic and ought to find a ready market.

Paul Harling

Take a letter

Reading is Fun:
The Alphabet Game; The Animal Parade. By Judy Hindley and Colin King. Down in the Woods. By Nicola Smee. Up Along and Down and Under. By Diane Wilmer and Iris Schweitzer. Ernest the Fierce Mouse. By Amy and Philip Rowe and Andrea Norton. Brer Rabbit and the Peanut Patch. By Susan Dickinson and David Frankland.
Collins £3.50 and £1.50 each.
Letterland:
The Letterland ABC. £5.95. Letterland storybooks: The Wicked Witch's Wish; Clever Cat and the Clown; The Hairy Hat Man's House; Bouncy Ben's Birthday.
Hamlyn £1.99 each.

School reading material has traditionally adopted a rather pious tone, reflecting the traditions of the "improving" nature of elementary school texts. Happily, fun is now given a much greater priority and the content of these two sets of materials reflects this shift.

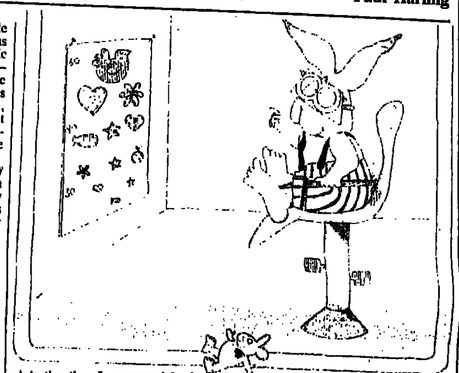
Reading is Fun is a series aimed at four to nine-year-olds. Alfie the Alligator provides the logo and the first two books, *The Alphabet Game* and *The Animal Parade*, alphabet and counting books respectively, are very much in the tradition of the Dr Seuss-style books. The illustrations have a whacky, cartoon style appeal and the text has the repetitive, onomatopoeic quality that I have always found irritating to read aloud. Page 15, for example reads, "LI Look, look What I can do – Leap high – Lie low – Lick a lovely lolly." However, the children who "tested" the books lapped up text, illustrations, and all. The story books are each written and illustrated by a different team. The emphasis is on reading for enjoyment. The quality of paper in the books is coarse and absorbs the vibrancy of the illustrations, but the variety of stories provides a welcome contrast to the uniform blandness of much reading scheme material.

The Letterland series have a more obviously didactic purpose. The author devised a series of pictograms initially to help children with reading difficulties. The system for teaching reading and spelling is based on animating each letter so that the reader learns to associate letter and sound with a particular image. Eg: b is Bouncy Ben the busy rabbit, l is Lucy the Lamp Lady. t is Ticking Tom the Teletouch Man. In this way common confusions, for example reversals such as b and d, are precluded as children develop consistant strategies for recognition and recall of letters. The confusing world of phonic facts is thus reduced to a fantasy explanation. This extends to the mechanics of blending sounds.

In the introductory book, *The Letterland ABC*, intended for parents and teachers, the pictogram for each letter/sound is introduced in a short text with accompanying detailed illustrations. The story books (four at present, four more due in September) focus the attention of the child on a particular letter/sound combination throughout the text. This forces the text into some extraordinary gymnastics. For example, "Clever Cat was feeling cosy. Curled up on a cushion in Letterland castle, she fell asleep and dreamed. She dreamed of cream cakes. She dreamed of climbing trees". In the illustrations Clever Cat always has an uncomfortable looking red C clamped to the side of her head. Children, however, liked the illustrations enormously. One child's response was, "You can read the pictures without this story". I suspect that would be the preferred way of using the books for many children.

The author claims that the Pictogram System is in widespread use in primary schools. Teachers have long been devising their own similar systems to help recall of letters and sounds but have individualized them for their own learners. The Letterland system seems to want to make a mystery of this simple aid to associative learning. Significantly, the title urges the reader to "discover the secrets of Letterland". Nevertheless, the series, which is beautifully presented, may provide a useful additional classroom resource. One quibble must be registered. The ratio of male to female characters in the pictogram system is two to one. All the indispensable vowels are men. This must be bad news for the female self-image!

Angela Anning



A testing time for a near-sighted rabbit – one of the illustrations to Cromwell's Glasses by Holly Keller (Julia MacRae Books £4.95).

CHILDREN'S LITERATURE

Domestic dramas

These books are a comfortable collection of domestic dramas that centre on some of the basic preoccupations of childhood – new babies, new teeth, getting old, the dark, being alone, friends. Sometimes these dramas are played out in mice, pig or monster households, but in most of them the occasional fantasy elements only serve to underline the emotional realism.

Charlotte Zolotow's **I Know A Lady** (Hutchinson £5.95. 0 09 159870 2) is a gentle exploration of the curiosity youth feels about age. An old lady lives alone in the street and becomes, for her young neighbours, part of the year's cycle, which is marked for them by her gardening, baking, presents, and simple celebrations. James Stevenson's New Yorkerish illustrations (which situate the story firmly in tree-lined, middle-class New England) are an essential part of this mild and understated story.

The old lady in Valerie Flournoy's **The Patchwork Quilt** (Bodley Head £5.95. 0 370 30868 9) is a grandmother, and the story of the quilt she makes is really a story about kin. Into the quilt go bits of the family – a piece of someone's party dress material, a patch from someone else's favourite jeans. When the grandmother's serious illness interrupts the making of the quilt, all the family help to finish it, and by the end its symbolism of heritage has been firmly underlined. Set in a black American family, this story touches very lightly on some intergenerational tensions, but the general tone is too bland to be really sustaining.

The Quilt (Julia MacRae Books £5.25. 0 86203 196 6) features another quilt owned by another black child, and is a remarkable piece of illustration as well as a good early reading book. As darkness falls the quilt comes to life, and the little girl asleep underneath it travels in her dreams through its landscape. The intricate pleasure of matching the quilt's patches with the features of the dream land lasts right through this book, which is partly about pattern itself – fascinating, comforting, and occasionally threatening. The treatment of the dark and of night fears is helpful and reassuring.

Marisa Warner's **The Wobbly Tooth** (Andre Deutsch £4.95. 0 233 97634 5) is also a night story, a whimsical fantasy about the tooth fairy's visit which is lifted into a different class by Martin Ursell's spectacular illustrations. The Tooth Fairy hung about like a bag-lady with all the things that have been lost in the world, glows like the window of an old-fashioned sweet-shop. These are pictures to be pored over and explored more with each rereading.

Marie Faber £4.95. 0 571 13347 9), Catherine Brighton's book about a blind child, is oddly arresting. The illustrations are mostly close-ups, and emphasize the gravity of the averted blind face. The main focus of the story is Maria's exploration of her world and of her blindness, but Maria also has an imaginary friend, Bumper, who shares her waking life. This intense relationship is likely to be the point of the book for young readers, and it seems rather a pity that such a crucial preoccupation is not developed more imaginatively, but instead has to fit into the framework of the blind girl's routine.

Bear's Room – No Peeping by Michelle Cartlidge (Methuen £4.95. 0 416 45390 2) is a book about having your own space. Bear is preparing a party and "Do Not Disturb" notices go up all over the house as baking, painting and present-making are in progress. This genuinely charming book is a good guessing game and it spurred one five-year-old reader into making a whole collection of "Keep Out" notices for use round his own house.

Falling out and making up is the theme of **The Night of the Paper Bag Monsters**, by Helen Craig (Walker Books 0 7445 0263 2) starring Susie and Alfred, young pig-friends who get into a temper with each other over constructing their costumes for the fancy dress party. There are some nice glimpses of the two homes – Alfred's writer mother pounds away at a typewriter with her trotters, Susie's Mum is more of a Laura Ashley type – and inventive use of the double page spreads throughout the book. Another contest shapes the plot in **Katie Morag and the Two Grandmothers** by Mairi Hedderwick (Bodley Head £5.25. 0 370 30664 3). This latest instalment from the Isle of Struay concerns the island show, Alecina the sheep's battle for the Best Ewe and Fleece Trophy, and the sticky relationship between Katie Morag's two grandmothers: Grannie Mainland, with blue rinse, hair rollers and frills, and Grannie Island, who stomps around in green wellies and a disapproving glare. Mairi Hedderwick clearly enjoys documenting this contrast of styles and as usual there is a wealth of reading in her pictures, quite apart from the main line of the story.

Pat Hutchins' talent for pacing a plot and her graphic inventiveness are apparent in **The Very Worst Monster** (Bodley Head £5.25. 0 370 30869 7), a tale of sexism and sibling rivalry in a monster family. Hazel knows she can be as bad as her baby brother, but nobody takes any notice of her when Baby Billy is around, especially when he is winning the Worst Monster Baby in the World competition. This is a truly unpleasant event with scaly and adoring families gaping fondly at their loathsome, badly-behaved offspring. Hazel and Billy learn to be bad together in the end; less scaly children will undoubtedly enjoy their horrid ways.

Finally another classic of sibling rivalry, **Nolay Nora** by Rosemary Wells (Collins £2.95. 0 00 183740 0), is reissued. There is nothing like this book; it stands any amount of rereading. It also contains the perfect reissue line:

"But I'm back again!" said Nora
With a monumental crash.
A crashing welcome to her.

Myra Barrs

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ARTS

A Wind!

Destiny. By David Edgar
Half Moon Theatre
Mutiny! By David Esses/Richard Crane.
Torvill & Dean – The World Tour
Wembley Arena.
The Three Beatings of Tao Sanchun. By Wu Zuguang
Royal Court Theatre

History has overtaken David Edgar's *Destiny* and passed it by. What seemed powerful agit-prop theatre in the RSC's 1976 production now seems more like empty bombast. The bogies then raised now appear less than shadows. Even the dialogue turns to bite the hand that wrote it: Mrs Howard's complaint that the Conservative Party has abandoned the good old-fashioned virtues of thrift, self-help and private ownership sounds very hollow after years of Thatcherism. If a week is a long time in politics, what price nine years?

Starting with the British withdrawal from India in 1947 it traces the disillusionment of ex-servicemen returning to "Socialist" England, the disarray of traditionally paternalistic liberal-Tories, the struggle of "New Commonwealth" immigrants to establish working rights and the rise of the National Front up until 1976. Funded from South Africa the Nationalist bully-boys seem set to take over Britain.

Everything is extreme and extremely predictable. Each crudely processed scene, introduced by a doggerel verse peroration, rams home the anti-Conservative message. That it seems to be anti-Semitic and anti-gay too makes it even more questionable. Chris Bond's self-indulgent lack-pace production is literally all over the place. He was mistaken to do it in-the-round – such unreal characters cannot be identified with – and to employ some of his actors.

Mutiny! is also a mistake, though the Pavlov's-dog reactions of the David Essex Fan Club at curtain-fall might suggest otherwise. They rose, cheered, threw bouquets: wreaths for dead theatre. What though William Dudley's set fabulously transforms a bare stage into Bligh's notorious "Bounty", pitching and rolling most lifelike, if that is the only life there is? "A Wind!" the sailors cry, and the sails hang down refusing to billow. Sixteen numbers in Act 1 plus twelve in Act 2 produce nothing musical. Rambert's Graham Bruce choreographs a spirited hornpipe, but his Tahitian dances are messy and interminable. Frank Finlay alternates blustering and cooing as Bligh; David Essex strikes "Pimpernel" attitudes as Christian, dedicated to freedom and honour. Richard Crane's book (pardon?) is out of *The Magnet* by *The Beano*: schoolboy heroics. *Mutiny* was two years in preparation and sank on launching. Record breaking pre-production ticket sales should help salvage the wreck. Essex is assured of a decent run thanks to his fans.

The fans were out in force to welcome Torvill and Dean on The World Tour. Favourite competition pieces "Mack & Mabel" and "Barnum" mixed happily with the familiar "Paso Doble" and "Song of India" while "The Last Song" and "Encounter" added serious notes. These last, choreographed by or with Graeme Murphy, show the influence of modern ballet on the champions' style and their ability to enlarge the scope of ice dance. Their talented company do what ice-skaters seem always to do: developés, pirouettes, arabesques and attitudes. Torvill and Dean (the especially) astonish us with new images, incredible lifts, daring drops, dazzling leaps and turns in brilliant technical displays which suggest art. They are in a class of their own and their clever "romance on ice" motif is a winner.

So is the Peking Opera presented as part of LIFT (London International Festival of Theatre) '85. How Tao Sanchun gets her man in six Acts is an enthralling display of exotic theatrical delights in acting, song, dance, acrobatics, juggling and costume. Richly colourful, delightfully humorous, *The Three Beatings of Tao Sanchun* was written in 1962 to defend women's rights. It is presented in the timeless manner of Chinese Theatre with actors whose brilliance overcomes the language barrier between them and most of their audience. It is sheer enchantment: spectacular theatre at its best and simplest.

John James

The Vivian Ellis Prize (£500) for young composers of musicals was awarded to George Stiles and Anthony Drewe for their musical based on the *Just So* stories of Rudyard Kipling. The judges of the competition, held at the Guildhall, included Tim Rice and Vivian Ellis, president of the Performing Rights Society, the organizers of the event. Highly commended for her offering "Angel's Delight" was youngest entrant 13-year-old Amber Lucy Ross, who plays violin in the orchestra of St Philomena's convent school, Carshalton, and whose ambition is to write music for the stage.

The results of the annual Music Teacher Awards competition were announced recently. Lady Barbirolli presented Bob Mason from Grangetown Primary School, Middlesborough with the School Music Teacher of the Year award. (Grangetown recorders are familiar Schools Prommers, having appeared two years in succession at the Albert Hall.) Mrs Joan Rowe from Rotherham received the Private Music Teacher of the Year award, and Michael Slade the Media award for Grampian Television's "Music from Castle Fraser". Sixth former Charlotte Donelan from St Paul's Girls School was the Pupil of the Year. The final award went to distinguished pianist Sidney Harrison for his services to music education. For further information contact Leonard Pearcey, editor of *Music Teacher* on 01-947 2555 or Mrs Pat Williams, deputy editor, on 01-240 5757 or 524 1874.

BETTER SCHOOLS

This White Paper published on March 26 which includes proposals for legislation – on school governing bodies and in-service training and some final decisions in other areas such as AS levels – was summarized in The Times Educational Supplement on March 29.

Reprints of this summary are available price 25p each (cheques/postal orders made payable to The Times Supplements) from:

Lesley Griffiths, The Times Supplements, Priory House, St John's Lane, London EC1M 4BX.

The price includes 2nd class postage but not Red Star or hand delivery.

(0188)

Radio

Dr Who gets a boo

Pirate Radio 4
Radio 4 VHF Wednesdays until August 8.

Last year *The TES* took Radio 4 to task for not providing enough speech-based feature material for younger listeners. One of the reasons given was that past attempts had met with approval by adults and indifference by the listeners it was aiming at.

Apparently, that article contributed to the demand already growing within the BBC to have another stab at the teenage audience. The strategy adopted this time was to try and create something with less adult appeal, hence the subversive sounding title. In fact, *Pirate Radio 4* is about as subversive as a rerun of *Gardeners' Question Time*. No amount of over exciting linking from DJ Steve Blacknell ("It's absolute mayhem in the Studio!!") can disguise the fact that much of the three hour compendium programme depends on the styles and conventions of non-pirate Radio 4. Spoof news from a Bernard Falk soundalike and a live interview with Kenneth Williams reminiscing about the Finsbury Park Empire are unlikely to attract the teenage trendsetter.

However, to be fair, PR4 has learnt a lot from mainstream radio's mistakes. For a start it's in stereo so that the music sounds better than on one-eared Radio 1. It also gives listeners with cassette recorders on their radios the welcome opportunity of committing their own minor acts of piracy. Another lesson learnt from the ghastly three-hour *Rollercoster* of last year is that you don't have to keep inserting complicated trails about what's on next to keep people listening. ("At 11.17 you can hear the second part of Morning Story that comes after the news and before Act of Worship which is at the new time of" etc, etc.) PR4 just steams on with the occasional "more of that later" casually tossed in between close harmony jingles, some very ancient one-line gags and the odd chart hit.

As far as the programme's content is concerned, it's hard to give anything more than a hooray/boo run-down of the maiden voyage's booty. So hooray for most of the comedy material and for some of the special features, like the item on how teenage magazines treat the rock world and the one about Reggae MC'ing – a lightning version of dub poetry popularized by Smiley Culture's *Police Officer*. I particularly liked the *From Our Own Correspondent*-style report of the Japanese inventor who has perfected an electronic putter and a chair that increases your intellectual prowess by 30 per cent. A muted cheer, too, for the new Adrian Mole musings. However overexposed Mole has become, he's still funny on the radio, especially his report of the grunting noises coming from his bathroom on Boxing Day 1984.

Oddly enough, grunting noises were reported coming from Dr Who's console as well, later in the morning. Regrettably, Who gets a boo. Only the staunchest of fans will be able to do the necessary visualizing. Likewise the item on Covent Garden street entertainers. It's a little known fact that only the worst buskers are now selected to perform there, the result of a conspiracy between the authorities and the traders to keep the tourists off the streets and in the shops. I'm none too keen on the "radio cartoon" idea, either. *Lill* depends on actress Miriam Margolyes doing all the voices for a motor cycle gang. By the time you've sorted out who's who, the three minute programme is over, without giving the impression that there was actually any laughs in it.

In all, though, PR4 is to be applauded. Its intentions are admirable, its style is right for a young audience and, most important, it's not in the least condescending. When it was over I tuned (briefly) into Radio 1. It sounded quite middle aged in comparison.

Nick Baker

Martin Riley (Policeman), Peter Greeves (Kevin Joyce) and Howard Crossley (Policeman).

Gospel spirit

Godspell
Brewhouse Youth Theatre

The Brewhouse Youth Theatre from Taunton was rightly praised for its high spirits and panache, when it took its production of Brecht's *The Mother* to the National Youth Theatre at Loughborough last September. Those qualities are still much in evidence in its current tour of *Godspell*, which Londoners can see in Southwark Cathedral tonight. The company arrives in the capital after performing to packed audiences in Wells, Liverpool and Ripon.

This exuberant production of the musical based on St Matthew's Gospel (first devised in the 1960s and now updated for the present generation) is remarkable for its beautiful precision, courageous use of still and silent moments, and its sensitive shift of mood and pace as the Gospel story moves to its culmination.

The sheer professionalism of the performance is outstanding in a company whose ages range between 14 and 24, and which takes all comers into membership, demanding only a total commitment to the theatre group. Under the direction of two young Taunton teachers, Helen Baillie and Stephen Elliott, who give 40 hours of their spare time every week to the venture, the Brewhouse Youth Theatre provides its members with a variety of stage experiences and opportunities for related community work. The group does not set out to provide training for professional acting careers, although one of *Godspell's* leading singers, Jo-Anne Hewitt, is starting at Bristol Drama School in the autumn. Mark Fogwill, who plays Christ in this production, is a more typical member of the group. By happy coincidence he is a carpenter, whose employers have given him unpaid leave for the tour.

This Youth Theatre is completely unfunded. To raise the £8,500 needed to take the company of 24 actors, supported by a three-piece band (piano, drums, and guitar) as well as the stage crew on tour, the members did their own fund raising, collecting money by sponsored ventures which included marathon Shakespeare readings. Any profit that they manage to make from the sale of seats will go straight to Live Aid.

Shirley Toulson

Sentimental view

The Enemies Within
The DAC Theatre Company at the Young Vic, until August 10

It was clear from the start that *The Enemies Within*, latest in a lengthening line of plays about the miners' strike, was going to be at least as political as its predecessors. Not only was its title stolen from a remark of Mrs Margaret Thatcher's, its run at the Young Vic is being financed by a special grant from the GLC's Arts and Recreation Committee.

What wasn't clear – and indeed came as a bit of a shock – was that it was also going to be so sentimental. To some extent this was inevitable. While the majority of the half-dozen or so previous plays inspired by the strike have been based on interviews with miners and their families, *The Enemies Within* was entirely composed of them. Its 17 short scenes were little more than monologues; the memories and impressions of strikers, pickets, their wives and mothers, delivered verbatim and with all the hesitations, errors and inconsistencies one gets in a back kitchen or public bar.

"We'd no dinner that day . . . it were the worst 24 hours of me life", said one woman at one point. It may or may not have been, for truth and impartiality were commodities noticably lacking in the play. It did not – could not – tell the whole story and so contented itself with a rosy, romanticized view of rather less than half of it. Scene after scene recalled how groups of lads – "good lads" at that – were suddenly, inexplicably set upon by cohorts of helmeted, truncheon-swinging thugs in blue. It weren't fair, they said. They weren't doing owt, they said; honest, officer, they were just off for a day's fishing. And, if they knew, neither they nor the play was letting on how lorries were set on fire, how policemen came to lose their front teeth and how chunks of concrete fell from motorway bridges.

The events at Corton Wood, at Orgreave and Armthorpe were thus transformed. Indeed, *The Enemies Within* may well come to be remembered as the play which best demonstrated how, in less than six months, the whole squalid dispute of which they were just a part has already assumed mythological status, at least in the South Yorkshire area where the DAC Theatre Company did its research.

Standing in his backyard and remembering what several speakers called the "siege" of Armthorpe, one miner said: "You can see the blood on the floor there. It's rained since, but it hasn't washed it away." It took Homer and a couple of hundred years to embellish the story of a Bronze Age scrap in Asia Minor with such detail and convert it into the myth of the Trojan War. *The Enemies Within* shows how folk memory has done much the same with the miners' strike in well under a year.

Hugh David

ARTS

Mocking the film theorists

The Purple Rose of Cairo (PG)
Gate Cinema, Bloomsbury
Diary for my Children (PG)
Camden Plaza
The Princess (18)
Gate Cinema, Notting Hill
Notre Histoire (Our Story) (15)
Lumière Cinema, St Martin's Lane

It is quite possible to be solemn about Woody Allen. *The Purple Rose of Cairo*, you could say, addresses problems of narrative, realism and the relation of representation to lived experience. It also has something to say about cinema history and in particular the codes of Hollywood: notice that when playing the explorer Tom Baxter, Jeff Daniels always wears his pith helmet and that when playing the actor who plays Tom Baxter he turns out to be something of a bastard, chiefly interested in his career. I dread to think how much could be written on Cecilia (Mia Farrow), especially by a feminist critic with training in psychoanalysis. If Woody Allen is saying anything at all, it is probably to cock a snook at film theorists.

The premiss of the film is that Cecilia falls in love with one of the stars of a Thirties romance who steps down off the screen. Still trapped by the conventions of the cinema, he can only conceive God as a scriptwriter and is amused by the fact that in the real world people make love without a fade-out. Cecilia has enough cause to wish to escape from a reality that includes a crummy job and a brutal husband, and Tom is everything she has dreamed of. But perfection, too, has its drawbacks and when fiction overflows into reality, it causes problems, not least on screen where the cast is left to cope with Tom's disappearance. The film is clever, funny and just the right length.

It is quite possible to treat *Diary for My Children* as primarily an exercise in narrative. Martin Meszaros's fictionalized autobiography incorporates flashbacks to her childhood in the Soviet Union where her father "disappeared" in the purges of the late Thirties. The slow-witted, like myself, only realize in the final moments of the film that the father is played by the same actor, Jan Nowicki, as the bearded older man who befriends Juli (Zsuzsa Czinokci) after the war in Budapest. Only when Juli, Meszaros' alter ego, visits András in prison (where he is clean-shaven) do the two strands of the film come together.

The implication behind this identification of father and father-figure, both victims of Stalinism, was not lost on the Hungarian authorities: the film was banned for three years and it is surprising that it has been released for export even now. Here, it is unlikely to shock, but its political significance as a view of recent history is obvious. Its wider significance lies in the skill with which Meszaros brings together her personal story and the historical and sociological themes, particularly through the personality of Juli's foster-mother, Magda (Anna Polony). Finding escape in the cinema, Juli rejects Magda and the privileged life of the party hierarchy, for reasons that, like her feelings for her father and András, cannot be reduced to either a purely individual or political dimension.

Pál Erdöss, previously a documentary film-maker, attempts a similar fusion in *The Princess*, emphasizing the gap between the ideal and the reality of Hungary's welfare state in this story of a young worker (played by Erika Ozsda). I was less impressed on second viewing than when I saw it at the 1983 London Film Festival: the documentary treatment of Jutka's misfortunes is almost too dispassionate and there is little relief from the catalogue of her disasters. When, on the other hand, a director has nothing in particular to say, knows too much about narrative theory and can call on the services of Alain Delon and Nathalie Baye, he makes something like Bertrand Blier's *Notre Histoire*. With neither the wit of Woody Allen nor the message of Marta Meszaros, it charges round in ever-decreasing circles until it disappoars up its own artifice.

Robin Buss

Celia (Mia Farrow) in 'The Purple Rose of Cairo'

Jimmy Dean

Come Back to the 5 and Dime Jimmy Dean Jimmy Dean
Tricycle Theatre, Kilburn.

Having moved from stage to film (by Robert Altman), Ed Graczyk's play *Come Back To the 5 And Dime Jimmy Dean Jimmy Dean* is now back in its original form. The Tricycle Theatre in Kilburn presents a tautly-balanced production by the Bolton Octagon Theatre which is an almost total success.

A 1975 reunion party brings together five characters who, twenty years earlier, lived through the filming of *Giant* in a little west Texas town. Their James Dean fixation is for four of them just an amusing youthful memory: Mona, however, has stayed close to Reata, the façade of the mansion used in the film, unable to leave the scene of her most exciting fantasies. Her son, the Jimmy Dean of the play's title, is at once her pride and her shame.

Mick Bearwish has recreated the 5 and Dime store to perfection; flyblown and steamily hot, it is a garishly decorated shrine to the memory of Hollywood's deliquent idol.

The unexpected swings from "now" to "then" and back were more easily accomplished on film. This production chose to give the central part of Mona to two actresses of a totally different physical type, thus initially creating confusion over identities. But this is not very important in an otherwise splendidly directed production. John Adams maintains suspense, brings out the comic and tragic aspects of each character, and is well served by an excellent cast.

Containing six well-drawn dramatic parts and needing only one set, this fascinating play would be a choice any amateur or repertory company would do well to consider.

Betty Tadman

Rural religion

The Turbulent Priest
Newport Theatre Group, Newport
Free Grammar School, July 17-19

As two of the most successful and popular promenade productions (since the 15th century that is) have been *Lark Rise* and *The Passion*, Newport Free Grammar School could count itself lucky in its rural setting and religious subject. In 1910 the radical vicar Conrad Noel inherited a church that really was the Tory Party at prayer. He ripped out its pews, decorated it with the flags of St George and Sinn Fein, paraded the Host around the parish and vigorously encouraged strikes, morris dancing and Gustav Holst, while preaching "the Jesus of the Gospels" and "the God who has always taken sides".

The Turbulent Priest is the result of an 18-month research project by the school, played in the open air with a peripatetic audience. While much enjoying the use this convention is put to, as a member of the audience I would have liked to have been exploited (or even bullied) more – for the processions, dances and songs to have taken off and taken over.

Although sometimes – the familiar drawback of collectively worked shows – the writing is a little diffuse, there are some patches of sharp dialogue, and the exposition of ideas, as in Lady Warwick's conversion to socialism or the differences of practical theology between Noel and his Bishop, is notably clear. In fact clarity is a prime virtue of the production, but is has been achieved at the cost of passion. There are interesting characterizations from Mark Davis as Noel, David Todd, Lis Blunsdon, and Louise Ellison, as the colourful (and, despite her radicalism, still amusingly Sloane-ish) Lady Warwick.

Jill Burrows

Next week

Leslie Geddes-Brown visits the new Ruskin gallery in Sheffield and Frances Spalding reviews *John Ruskin: The Early Years* by Tim Hilton

Literary competition

Competition No 65. Report by Scylla

You were asked to provide us with some late 20th century superstitions, together with plausible reasons for their existence. There was a fine crop, though whether they were superstitious or epigrammatic expressions of received wisdom it was sometimes difficult to determine. And what, you may ask, is superstition but the fruits of experience? Do we not avoid walking under a ladder simply through fear of rubble or paint dropping on our heads? Such rationality however can scarcely explain why we do not look at the new moon through glass. Dr Johnson's definition ("observance of unnecessary and uncommanded rites or practices") is restrictive, but I have decided to apply a wide interpretation, not so wide however as to admit D C Alexander's excellent modern version of "Monday's child . . ." (an idea for a different competition here!) or Catherine Benson's adage or her clapping rhyme, much as I should like you to have read them.

First then, some "pure" superstitions at £3.50 each:

It brings good luck to post competition entries in free-standing post-boxes. Wall slots bring bad luck (failure, and even sneering remarks in competition reports). Origin unknown, but true by test.

To be certain of leaving a foreign country always, on entry, present your passport tête-bêche (upside down). Based on research into parapsychology by the CIA.

Gerard Benson

It is unlucky to press the bottom button in a crowded lift. This is believed to have originated in the reaction against a craze, popular in the early '70s, for doing lateral thinking exercises.

Look over your shoulder between sips of cider. Apparently originated by a subliminal response to advertising, and the subsequently induced terror of being struck down by a shower of arrows.

Bill Greenwell

Never say your name in a computer's hearing. By 1990, so many people had become victims of "computer error" that there arose a widespread belief that if you let a computer "have your name" (just as Moslems used to dread letting photographers "have their image") its erratic malevolence would somehow hound you for evermore.

Andrew McEnvoy

When you see six policemen at once, you should turn over the contents of your pockets. This is thought to be connected with the concealment of offensive weapons during the miner's strike 1984.

When you are waiting for a train, it is unlucky to turn your head in the direction from which you expect it to come. Medical origin. Trains ran so late in the winter of 1984/85 that a number of people had to be treated for stiff necks.

Never shake hands with a man who has pierced ears. Probably arose from a combination of a terror of AIDS and a confessed knowledge of earring signals used by homosexuals.

Paul Griffin

Avoid the dustman's wrath – no rubbish on the path. Some people believe that garbage is possessed of a soul and is reluctant to leave the home in which it is created. Superstition has it that only a dustman has power over rubbish and if you displease him he will allow your rubbish to exercise its homing instinct.

V Ernest Cox

An old penny is put in the hand of the departed person to ensure admittance to heaven. The new currency was popularly regarded as Devil's money.

George Moor

Next some "proverbial wisdom" and some wry injunctions (at £3 each):

Superstitions are rife among the teaching profession. One runs thus: *In any comprehensive school class, there will be one child who was away when homework was set, two who have left it at home, three whose fathers couldn't finish it, four who have lost it, five who ran out of paper, six who will bring it tomorrow and seven who have forgotten their bros.* Teachers in primary schools are equally superstitious as witness this common belief: *In any exhibition of children's artwork, there will always be one which has been pinned upside down.* Our researchers, interestingly enough, found a similar superstition among organizers of exhibitions at the Tate Gallery.

Maud Gracechurch

Never change queues at a booking-office. If you do, the queue you join will as inevitably freeze solid as the one you've abandoned melts away.

Never queue at check-outs behind women in large floral hats. If you do, they will invariably then decide to pay, on dates they can't remember, for groceries less than a pound, with cheque-books they can't find, filled in very deliberately with defective pens they have to borrow. After validating the purchase with a credit card that only an exhaustive search of at least half a dozen reticules brings to light, they will then very slowly complete the cheque stub before moving away from the till.

Andrew McEvoy

It is unlucky to tell the truth to an opinion pollster. This is indubitably because whichever party you intended voting for will stand no subsequent chance of winning an election.

Bill Greenwell

Never take an opinion poll on St. David's day. The avoidance originated in researchers' miscalculations in the Brecon and Radnor constituency.

George Moor

If you pass through a radar trap without being stopped, flash your headlights. It could be that the act is a ritual sign of the driver's gratitude to the "Highway God" for safe deliverance.

V Ernest Cox

It is unlucky to use an electronic calculator to compute records on School Sports Day. Dates from the time at Sir Isaac Newton Comprehensive when the head of maths, Ms Wendy Agram and her assistant, Geo Metrick, submitted a set of new World Records to the Guinness Book.

Gerard Benson

Competition No 66. Set by Scylla

"I am the mower Damon, known
Through all the mendows I have mown."

The meadows Andrew Marvell's Damon mowed were tougher than our lawns, but we thought that while toiling this summer you might like to compose a 12-line "mowing poem", either in Marvell's or your own style, and send it to us by August 21.

BRITISH FEDERATION OF *Young Choirs*

Affiliated to the European Federation of Young Choirs
Registered Charity No. 328328

Patrons:
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First Federation Singing Day
rehearsed and conducted by Sir David Willcocks.
Accompanied by the Leicestershire Schools' Chamber Orchestra (Conductor Stuart Johnson)
De Montfort Hall, Leicester November 10th, 1985.

PROGRAMME

Handel – Coronation Anthem 'Let thy hand be strengthened'
Schütz – German Magnificat
Kodaly – The Peacock
Handel – Coronation Anthem 'Zadok the Priest'

Choirs interested in learning the music and taking part should apply to: Hon. Sec: BFYC .223, Forest Road, Old Woodhouse, Loughborough, Leicestershire, not later than August 30th, 1985 for application form and further details.

(0834)

Summer programmes

Mary Cruickshank leads a tour of children's activities in museums and galleries

There's no need to worry about bored children this summer. The ingenuity and energy of museum and art gallery staff in providing exciting summer programmes is much in evidence.

LONDON

First, what's on offer in London? As always, people within reach of the capital are well catered for and the tendency here is for current exhibitions and collections to be made the focus of special activities.

Events at the Museum of London, EC2, for example, are linked with their major exhibition, The Quiet Conquest. How to trace your Huguenot ancestry is the title of one workshop and there will be demonstrations of traditonal Huguenot crafts such as silver work and silk weaving, with a practical spinning and weaving session on August 6. (01-600 3699 ext 239)

Huguenots are also represented in holiday activities at the Geffrye Museum, E2, as well as later settlers to the area: Irish immigrants in the 18th and 19th centuries; Jews from Eastern Europe and most recently Asians, particularly Bengalis. The varied programme of activities including art and craft workshops, music, drama and cookery has been inspired by various aspects of these groups and there will be organized walks around this historic part of London. (01-739 8368)

The National Army Museum, SW1, celebrates its 25th anniversary this year, as well as the 50th anniversary of the British Model Soldier Society. Summer events include plastic model-making, art activities based on museum exhibits, wargaming, and a programme of feature films, newsreels and documentaries. (01-730 0717)

At the Museum of Mankind, W1, from August 19–30, children aged 7 to 12 can have a go at making their own versions of traditional Amazon Indian and Innuit/Eskimo crafts. Films and slide/talks describe the homes and lifestyles of these two very different groups of people. (01-437 2224)

The Innuit way of life is also the theme of an exhibition at the Horniman Museum, SE23. Short summer courses in shadow puppet theatre for 8 to 12-year-olds, international folk dance, and a writers' workshop for 11 to 16-year-olds are also planned. There is a small fee for these courses. The daily workshops, which are free, offer bark paintings, animal masks and head-dress making. (01-699 4911)

An exciting new selection of hands-on experiments and demonstrations will be on display at Test Bed 3, the run up to Launch Pad, a new gallery of interactive exhibits at the Science Museum, SW7, to help visitors explore basic idens in technology and science. As well as a programme of films on great railway journeys of the world, a summer holiday quiz on dentistry past and present is available in the Museum's medical history galleries. (01-589 3456)

The Family Centre at the Natural History Museum, SW7, until August 30, offers animal brass rubbing, nature quizzes and the chance to look down microscopes. Visitors can also inspect and handle natural history specimens such as bones and fossils. (01-589 6323)

Make a soft toy or paper doll at the Bethnal Green Museum of Childhood, E2, on Tuesday and Wednesday afternoons. Talks on the history of dolls will be held on Thursdays. Incidentally, the exhibition of original drawings for the *Peanuts* comic strip continues there until September 1. (01-980 2415)

Authors John Ryan and Judith Kerr will give illustrated talks at the National Gallery, WC2, on August 8 and 22. On August 15 and 29 illustrated readings from a selection of famous children's books will highlight the work of Arthur Rackham, Edmund Dulac and Beatrix Potter. (01-839 3321)

Conducted tours of the Tate Gallery, SW1, especially designed for 5 to 14-year-olds will be held on August 6, 8, 13 and 15. (01-821 1313)

John Joseph Merlin, the eccentric 18th century inventor and musical instrument maker is celebrated in a summer exhibition at Kenwood House, NW3. A children's workbook based on the life of Merlin and on Gainsborough's portraits, including that of Merlin, is available at the house at a small charge.

Another 18th century personality, Admiral Hosier, is the subject of a course at Ranger's House, SE10, where he once lived. Music, art and drama, as well as a visit to Chatham dockyards and some fencing sessions are featured. There is still room for 11 to 16-year-olds from August 5–16. (01-853 0035)

Puppet workshops, clown troupe performances, wire-walking, rope spinning and a musical mystery tour are among the popular free outdoor events on the river terraces of the National Theatre which are part of the South Bank Splash. The event culminates in OLC Children's Day on August 11. (01-633 0880)

North of the river at the Barbican Centre, EC2, Summer in the City concludes with a performance of Poulenc's *Barbar the Elephant* and Prokofiev's *Peter and the Wolf* at a children's concert on August 4. Inflatables, giant chess and draughts, clowns and puppets provide more fun and a free late-night performance, with fireworks, of Handel's *Music for the Royal Fireworks* will take place on August 3 at 10.45pm. (01-638 8891)

The ghosts of Sadler's Wells, EC1, are the theme of one of the many workshops organized by the Community Development Project at the Theatre. Others are classical ballet and jazz dance, mural painting, drama, opera and a backstage tour. The cost for each day is £1.50. (01-278 6563. ext 23)

Of course, most people don't live in London and they will be pleased to know there is an equally rich choice of activities and events in other parts of the country. Field trips and outings are a particularly popular feature of the summer programmes of museums outside London.

BRISTOL

Bristol City Museum, for example, will be taking 9 to 12-year-olds interested in natural history and geology to Aust Cliff and Hock Cliff on August 5. Other trips to the Mendips, Wye Valley and Cotswolds are also arranged. The cost for each is £1.50. Young archaeologists will enjoy a pottery project at Bickley, a medieval site outside Bristol, where replicas of early pottery kilns will be built and fired (August 5–7, £2.50). From August 12–16 at the museum, 7 to 11-year-olds can make their own musical instruments and find out how people in other countries make music. (Bristol 299771)

GLASTONBURY

Children aged 8 to 14 are invited to take part in producing a play with a rural theme during a drama week to be held at the Somerset Rural Life Museum in Glastonbury from August 12–16. The fee is £2.50. (Glastonbury 32903)

DERBY

Derby Museum's introduction to archaeology course for 12 to 16-year-olds on August 14–21 includes a visit to a Viking site at Repton. An unusual event at the museum on August 6 and 15 is a black out party for stouthearted 8 to 11-year-olds who would like to find out how people amused themselves during air raids. At the Industrial Museum on August 7 and 20, 4 to 8-year-olds will be able to enjoy watching butter being made, from milking the goat to plungers and butter pats. Older children can take part in a walk along the River Derwent observing the natural history and industrial archaeology on August 8. On August 13 and 22 a riverside walk for 8 to 11-year-olds will concentrate on wild flowers. Tickets for these activities cost between 50p and £1. (Derby 31111)

LIVERPOOL

Merseyside County Museum is organizing a family excursion to a local coastal site on August 10 to study the natural history of the seashore. At the museum itself, in William Brown Street, Liverpool, shadow puppet sessions for children aged 9 to 13 will be held from August 19–13. (051 207 0001). The more adventurous can learn what it's like to be an apprentice pilot on board the Edmund Gardner, the Liverpool Pilot Ship at the Merseyside Maritime Museum. Sessions on Wednesdays, Thursdays and Fridays until September 6 can be booked on 051 236 1492.

LEICESTERSHIRE

Weaving demonstrations on tapestry and table looms and the chance to try both weaving and spinning are offered at the Manor House, Donington-le-Heath, Leicestershire from August 7–9. Also in Leicestershire, a reconstruction of life in the first century AD can be explored at Groby Iron Age Farmstead, open to the public until August 23.

COVENTRY

Help create a fantasy fish environment at the Herbert Art Gallery and Museum, Coventry until August 9. The project is loosely based on exotic fish and the children (aged mainly 7 to 11) will work with fabrics and paintings. (Coventry 25555)

BIRMINGHAM

Tapestry weaving workshops, based on motifs in the Burne Jones tapestries for anyone over the age of 9 will be held at the Birmingham Museum on August 5 and 6. From August 7–9 a drama workshop for 8 to 13-year-olds is linked to the "City at War: Birmingham 1939–1945" exhibition. Other events include demonstrations of wartime crafts and cooking for anyone over the age of nine. A series of embroidery workshops will run from August 12–16. (021 235 2839)

STOWMARKET

The Museum of East Anglian Life at Stowmarket is staging an "Alice in Wonderland" day for schoolchildren on August 28. Admission is 60p and children should come dressed as characters from the book. Over the bank holiday weekend conservation groups will present their work and demonstrations of country crafts will take place. Admission £1.50 adults, 60p children. (0449 612229)

BRADFORD

Bradford Industrial Museum is running Fun with Fibre workshops from August 13–16 for experimenting with wool and other fibres in spinning, weaving, knitting, collage and stitchery. Tickets are £1 for each day. (Bradford 631756). At Cliffe Castle Museum, also from August 13–16 visitors can help to make a model of Keighley, based on the houses, shops and mills to be seen in old photographs and prints. The fee is £2 for four days. (Keighley 64184)

DONCASTER

The resident taxidormist at Doncaster Museum and Art Gallery will give two demonstrations on August 6. A canal trip and picnic with museum staff on August 7 will highlight the local history and wildlife of the Doncaster to Kirk Bramwith Canal.

CARDIFF

The National Museum of Wales in Cardiff is staging Roman and Medieval re-enactments, brass rubbing and hand spinning sessions for children aged 7–13. At the Welsh Folk Museum in nearby St Fagans, demonstrations of traditional crafts by craftsmen from all parts of Wales are held on Saturdays in August. (0222 397951)

GLASGOW

The Burrell Collection in Glasgow has an exhibition of school children's art work until August 16. At Haggs Castle Museum a full programme of entertainments for children is planned, including a Recorder Play-In for 8 to 12-year-olds. (041 427 2725)

EDINBURGH

The Edinburgh Festival Fringe from August 9–31 offers a dazzling array of children's shows. 031 226 5257. The Royal Scottish Museum, is holding "Guess What?" competitions until August 31, and a free programme of films is a further attraction. (031 225 7534).

Finally, two nationwide organizations it's well worth joining and keeping in touch with for interesting days out: English Heritage and the National Trust.

A number of special events for members of Keep, the junior section of English Heritage, will take place this month. Membership is £4 and children under 16 can join at any of the monuments. At Grimes Graves in Norfolk, "Keep Knapping" on August 10 will explain how to work flints. On August 18 at Wroxeter Roman city in Shropshire there's the chance to learn about excavations and take part in a dig. Helmsley Castle in North Yorkshire is holding an Elizabethan Day on August 21. English Heritage, PO Box 43, Ruislip, Middx.

A wide variety of events at National Trust properties are likely to appeal to children. Among these are sheep dog trials at Wimpole Hall, Arrington on August 3 and 4 and at Chartwell on August 9.

There's obviously a lot going on out there, and much that unfortunately it hasn't been possible to mention. Visit your local museum or art gallery and see what's happening, and have a happy holiday!

Young citizens

Many children see little of their town beyond their own small world of home and school, and a weekly visit to the shopping centre with mum. To enlarge their horizons and to start them exploring Milton Keynes has begun a pilot project called Young Citizen.

In eight schools, those with eleventh birthdays were last term given a pack full of materials. There is a large poster map for the wall; a badge to wear and an identity card; a large scale map of their own part of the city, at 1:5,000 scale (showing each house); fifteen Action Pages, with things to do in My Garden, My Neighbourhood and My City and a list of places in Milton Keynes where children can go and collect a sticker at add to the wall-map. These include the railway stations, libraries, leisure centres and police stations.

The working party that has provided the pack includes members of the Development Corporation, the borough and county councils, the Urban Studies Centre, the Play Association and the Thames Valley Police. Funding has come from the Development Corporation and the Education Department of Buckinghamshire County Council. The project will be monitored in detail in preparation for the full scheme next year, when some 2,500 children reach eleven in Milton Keynes Borough.

More Action Pages will be added, throughout the year. The packs are designed not for school use but for spare time, and the team hopes that children will use them with friends and family, or as members of youth clubs. However, there is plenty to do for the child with few friends or little family support who is not allowed to roam very far.

Coordinator for Young Citizen is Carole Loxton at the Urban Studies Centre, 553 Silbury Boulevard, Central Milton Keynes.

Through the enterprise of 19-year-old Anne Barrowcliffe, a first year undergraduate reading PPE at Keble College, Oxford, Britain is to have its first astronomy camp from August 9 to 16, at Preston Montford Field Centre, Shropshire. Anne says "the camp is intended for a wide mix of 16 to 24-year-olds, but there are no strict age limits." Anne, who comes from Sheffield, has been a keen amateur astronomer since the age of eight when she was given her first three inch refractor telescope. She is fascinated by the contribution that amateur astronomers can make even today, when most sciences are far beyond any amateur participation.

She is basing the camp on the cooperative philosophy of the International Astronomical Youth camps (IAYC), two of which she has attended. There will be small working groups of about nine, each having a leader and devising its own work programmes. Topics will partly depend on the interest and expertise of participants, but broadly will cover three areas. The first is comet theory and observation: weather permitting, Halley's Comet will be studied and theories regarding the origins of comets and ways of finding out more about them (such as from telescopic observation and the Giotto probe being launched in July) will be discussed.

For the second topic, meteors, telescopes are not necessary and the period around August 12, when the moon is not full, will be a good time for meteor observation. The third topic covers solar astronomy; provided the weather is kind the group will devise methods of observing the sun and will combine its observations and theory to build up a picture of the sun's behaviour.

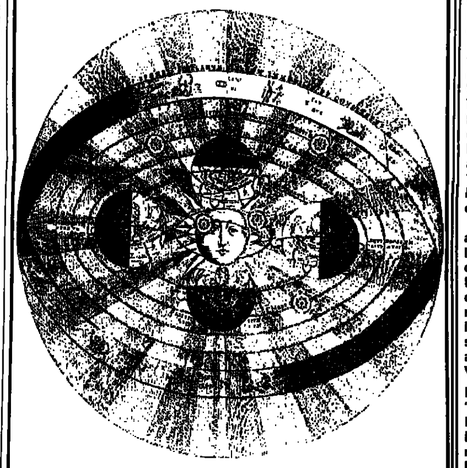
Anne hopes to set up organized observation sessions at night. This, she says, can be great fun and, if there are two groups working 30 kilometres apart, can produce accurate results.

The camp has the blessing of the Junior Astronomical Society. Several JAS members will participate, including the Vice-President Robin Scagell, and the Secretary, solar astronomy specialist Martin Ratcliffe.

Anne has received a £750 grant from the Science and Engineering Research Council and £210 from private donations and is expecting some financial help from the Holmes Hines Memorial Fund. The camp is a non profit-making venture; currently the cost is £70 for the week, but the more funds she receives the more she can bring down the basic cost. For further information write: Anne Barrowcliffe, 111 Millhouses Lane, Sheffield, South Yorkshire S7 2HD.

Eyes on the stars

Peta Levi on an astronomy camp



notes

INTERNATIONAL LINK

Priory secondary school, Weston-super-Mare announced this week that it has been chosen to represent Britain in an experiment in the use of International Information Technology links as part of the work of the ANTEM group established in 1982 following the Versailles heads of states conference. Together with Garth Hill School in Bracknell, Priory is to pioneer the British end of a unique link between computers in 20 schools in Canada, three in France, and two in Italy. The project, called "Kids-to-Kids: an Electronic Open House", makes use of a facility known as computer teleconferencing.

With this facility Priory pupils will be able to request information on a topic of interest by typing it into the school's computer. The request will then be sent to all the school's involved in the four countries so that the children there can reply if they have the relevant information. To make this possible all the schools have been linked via a computer at the University of British Columbia in Vancouver, Canada.

READING

"Micro-Exploration: Using Language and Reading Software", a booklet edited by Frank Potter and David Wray, has recently been published by the United Kingdom Reading Association.

The booklet, which costs £1.50 (or £1 to members of UKRA), contains articles on using specific types of programs, on word processing and on group work. It can be obtained from The Administrative Secretary of UKRA, Edge Hill College of HE, St Helen's Road, Ormskirk, Lancs L39 4QP.

Introspective viewing

by Robin Buss

The World – a Television History
Of 10 parts
from July 31.

There was once a (very) short film called *All the World's Art in Three Minutes*, the title being a reasonably accurate description of the contents. A television history of the world in 26 episodes suggests a similar enterprise: the last ten parts, which Channel Four will be broadcasting from July 31 to October 2, cover the period from 1453 to 1985 in under five hours. *All the World's Art in Three Minutes* started as a confusing jumble of shapes and colours before resolving itself into a significant pattern. *The World – a Television History* may do the same.

The pictures are certainly as important as the words. The series draws on all the resources of the television image to sketch, (taking an example from Programme 17), the significance of agricultural improvements in Northern Europe, the counter-flow of grain from the North and wealth from the Mediterranean.

The *Times Atlas of World History*, on which the series is based, supplies some of the visual inspiration, but the maps move: scenes, documents and snatches of film dissolve into each other or emerge from the centre of the screen to perform various contortions before us. To God, it may all be but as the twinkling of an eye, but God has resources denied to the average viewer. A blink could cost you the whole of the Counter-Reformation.

The compression of time leads to anachronisms, though not always unhelpful. Scenes of Trooping the Colour, against a commentary on the development of military manoeuvres and standing armies in the 16th century, make the first links in a suggestive chain. On the other hand, to say that the mincher lords of the border were running a "protection racket", especially in a survey as sweeping as this, establishes the wrong kind of connection.

There is the occasional visual pun and some familiar tricks: using footage from Renoir's *La Marseillaise* (1937) to illustrate the French Revolution, because black-and-white film has a spurious authenticity when it evokes distant events. But the central aim of the series is to imprint broad pictures and while real understanding can only come, eventually, from criticising their inadequacies, the big pictures are a necessary stage in a process.

The films are enlightening when they link what you know to something you didn't (with the proviso that *some* points of reference are essential to make sense of this rapid succession of facts and ideas); and the series as a whole is laudible because any global view is a corrective to the nation-centred history usually taught in schools. Episode 17 reaches a conclusion about the rise of Europe and this theme is developed in the two following programmes, "The West and the Wider World" (Aug. 7) and "Asia" (Aug. 14).

The linking of events in different parts of the world and in different fields (economic, political, cultural) often provides real insights and, avoiding the smugness of the James Burke version of "all the world's history between teatime and bedtime", these global assertions seem to open the way to the closer study that will confirm or deny them.

"If we're the future . . ."

by Marian Blakeley

Young Lives
Radio 4

Young Lives was a series of three programmes specially put together to mark International Youth Year and broadcast on consecutive Sunday evenings in July. By means of interviews with young people themselves and with those involved with their future – teachers, parents and others – the programmes examined the ways in which problems faced by young people in the eighties differ from those of previous eras. The topics covered were: "Parents", "Leaving School", "Homes and Homelessness".

The series was not entirely a happy compilation, bearing some marks of confusion as to what sort of programme it was trying to be: a simple collage of young people speaking for themselves, or an analysis-type investigation of the plight of young people today?

It is hardly surprising that the listener was left in a bit of a daze about where each programme was leading when, for example, Programme 1, entitled "Parents" touched on marriage breakdown, battered wives, the next generation's attitude to child rearing, battered children, difficulties between generations caused by cultural differences, the problems of working mothers, the difficulties of young people in care, incest, petty crime and detention centres.

The main message was apparently that young people should be accorded the respect due to them as adults, despite the fact that these harsh times make the transition to adulthood so difficult to achieve. Unfortunately the programmes themselves patronized the very young people with whom they dealt. Presenter and scriptwriter, Sarah McNeill, seemed to assume that all Radio 4 listeners were parents in their forties, with her references to how different things were "for us in our day". Some of her descriptions of speakers also came across as condescending.

It was, however, salutary to learn that there are 10 million young people in this country between the ages of 15 and 25, all eventually hoping for jobs; that four times as many children are affected by divorce nowadays; that there are 56 thousand homeless young people in Britain. It is important, too, that more of us should be aware of the educators' efforts to work out better ways of preparing youngsters for adulthood: the TVEI pilot project, with its emphasis on vocational subjects was mentioned. Programme 3 (Homes and Homelessness) highlighted the rules and regulations that control the lives of the young homeless unemployed, such as the iniquitous Board and Lodging Regulations which require youngsters to move on after they have claimed for eight or four weeks bed and breakfast accommodation.

Other less telling but perhaps more fascinating details included the fact that McDonald's is now the largest employer of young people in the United States. In this country 9,000 of their employees are under 21.

Such statistics as these helped to put into perspective the personal experiences and opinions which formed the bulk of the programmes. It was the wonderfully sane voices of the young people themselves that made the programmes such good listening value. Whether it was the girl in the first programme speaking with compassion and understanding of the breakdown of her parents' marriage, or the young Irishman on the last programme talking with humour and horror of his experiences trying to find accommodation in London, the general impression left by the star speakers of *Young Lives* was one of optimism. If they can survive the ill-luck of coming to adulthood in the harsh mid-eighties with such good humour and wisdom, there should not be too much to worry about in the long term. Perhaps we should all have more faith in the next generation. As one girl put it: "They keep saying we're the future, but they're not willing to let us start making a future for ourselves. If we're the future, why not let us be it?"

4 *Titles Available For Recording From Sunday 4th August 1985.*
Approximate Transmission Times

Monday 5th August
2.35pm Vindaloo Mortem. How Can We Cope With Change—Repeats *For Code C*
4.00pm Whose Town Is It Anyway?. Xtras: After the Runs—Repeats *For Code B*

Tuesday 6th August
5.30pm Angling We Can Do – Series I: Floor to Ceiling—Repeats *For Code B*

Wednesday 7th August
6.00pm Wales-Landscapes & Legends: Veins of The Valleys Part 2 *For Code B*
8.00pm The World—A TV History: Asia 4. The West *For Code E*

Friday 9th August
8.15pm Shape of Africa *For Code B*

Saturday 10th August
1.00pm Naturo in Focus *For Code B*
1.30pm Every Thought of Sports Camping & Backpacking—Repeats *For Code A*
4.15pm Pattern By Sam *For Code C*

For more information contact
QUILD LICENCING
6 Repps Road, Peterborough PE1 6YB
(0733) 315816
Late Changes (0733) 312182
(0645)

Classified Advertisements

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Nursery Education

Other Appointments

WIGAN
METROPOLITAN BOROUGH OF WIGAN
Required for Spring Term, 1986
BENNINGTON CE J & I SCHOOL
West Bridgewater Street, Leigh WN7 4SB
Tel: Leigh 672667
HEAD/TEACHER Group 4
Applicants should be committed Christians and preferably communicant members of the Church of England as the Church and School connections are strong.
Application forms and further particulars available from and returnable to The Director of Education, Gateway House, Standishgate, Wigan WN1 1XL (s.a.e. please). Closing date: 13th September, 1985. Ref. A81. (17920) 110010

BRENT
RAINOW NURSERY
The New Forty Road, Wembley, Middlesex
Tel: 01-902 1199
Required from 1st September 1985 experienced FULL-TIME NURSERY TEACHER to be in charge of Nursery. Must be caring and enthusiastic.
Apply in writing to Mrs S. Livesey, with C.V. and names and telephone numbers of two referees.
Closing date for applications is 16th August. A visit to the Nursery can be arranged. (17576) 100058

Primary School Education

Headships

WIGAN
METROPOLITAN BOROUGH OF WIGAN
Required for Spring Term, 1986
BENNINGTON CE J & I SCHOOL
West Bridgewater Street, Leigh WN7 4SB
Tel: Leigh 672667
HEAD/TEACHER Group 4
Applicants should be committed Christians and preferably communicant members of the Church of England as the Church and School connections are strong.
Application forms and further particulars available from and returnable to The Director of Education, Gateway House, Standishgate, Wigan WN1 1XL (s.a.e. please). Closing date: 13th September, 1985. Ref. A81. (17920) 110010

BRENT
LONDON BOROUGH OF BRENT
ST JOSEPH'S RC JUNIOR MIXED SCHOOL
Chatsworth Avenue, Wembley HA9 8BE
(Tel: 01-902 3438)
(Roll: 232)
Required for Autumn Term: Temporary TEACHER (Scale 1) to cover maternity leave. Committed Catholic preferred.
Application forms (sae) from the Clerk to the Governors, 12 Kingsway, Wembley HA9 8QA returnable by 16 August 1985.
London Allowance of £1,038 per annum is payable.
Brent is fundamentally committed to Multi-Cultural Education. (17953) 110022

CHAMBERLAYNE WOOD JUNIOR MIXED AND INFANT SCHOOL
Chamberlayne Road, NW10
(Tel: 01-969 8027)
(Roll: 377, Social Priority School)
Required as soon as possible from and returnable to The Library available for suitable candidates to cover a second maternity for 2 years.
Application forms (sae) obtainable from Director of Education, Chesterfield House, 9 Park Lane, Wembley, Middlesex HA9 7RW returnable by 12 August 1985.
London Allowance of £1,038 per annum is payable.
Brent is an Equal Opportunities employer.
Brent is fundamentally committed to Multi-Cultural Education. (17851) 110020

BRENT
LONDON BOROUGH OF BRENT
BRENTFIELD JUNIOR MIXED AND INFANT SCHOOL
41 & 43 Meadow Garth, NW10
(Tel: 01-965 5326)
(Roll: 249)
Required for September - INFANT TEACHER (Scale 1).
Application forms (sae) obtainable from Director of Education, Chesterfield House, 9 Park Lane, Wembley, Middlesex HA9 7RW returnable by 12 August 1985.
London Allowance of £1,038 per annum is payable.
Brent is an Equal Opportunities employer.
Brent is fundamentally committed to Multi-Cultural Education. (17949) 110023

Scale 2 Posts and above

BRENT
LONDON BOROUGH OF BRENT
ST JOSEPH'S RC JUNIOR MIXED SCHOOL
Chatsworth Avenue, Wembley HA9 8BE
(Tel: 01-902 3438)
(Roll: 232)
Required for Autumn Term: Temporary TEACHER (Scale 1) to cover maternity leave. Committed Catholic preferred.
Application forms (sae) from the Clerk to the Governors, 12 Kingsway, Wembley HA9 8QA returnable by 16 August 1985.
London Allowance of £1,038 per annum is payable.
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(Tel: 01-969 8027)
(Roll: 377, Social Priority School)
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Application forms (sae) obtainable from Director of Education, Chesterfield House, 9 Park Lane, Wembley, Middlesex HA9 7RW returnable by 12 August 1985.
London Allowance of £1,038 per annum is payable.
Brent is an Equal Opportunities employer.
Brent is fundamentally committed to Multi-Cultural Education. (17851) 110020

CORNWALL
EDUCATION COMMITTEE
There is Removal Expenses Scheme for teachers taking up permanent appointment from outside the County
PRIMARY SCHOOL
COADE BARBER C.P. JUNIOR & INFANT SCHOOL
Coade Drive, Launceston, Cornwall PL15 7LY
Group 1
Required from September, 1985, a teacher of Upper Infants/Lower Juniors. Please state special interests.
Application form from the District Clerk, District Education Office, Barn Lane, Bodmin. Closing date 16th August 1985. (17792) 110024

CROYDON
LONDON BOROUGH OF CROYDON
ELMWOOD INFANT SCHOOL

Tenable: 1 September 1985

An enthusiastic infant trained teacher to take a middle year infant class.

Application forms obtainable from and returnable to the Director of Education (TAS) Taberner House, Park Lane, Croydon CR9 1TP. Tel: 01-686 4433, Ext. 2609.

SALARY Burnham Scale: 1. With London Area Allowance.

This post is exempt from LMGSC procedures but applications from employees of the GLC or MCC's with relevant experience will be welcome. (17840) 110022

EALING
LONDON BOROUGH
Education Service
PRIMARY FIRST AND MIDDLE SCHOOL
Oldfield Lane South
Greenford UB6 9TJ
Required for September 1985 and January 1986, committed and enthusiastic First School teachers, Scale 1 plus £1,038 London Weighting.
Application form (SAE) from Chief Education Officer, Radley House, 76-81 Uxbridge Road, Ealing W5 5SU, to be returned by 16th August 1985. (17841) 110022

HAVERING
LONDON BOROUGH OF HAVERING
ST. PATRICK'S R.C. J.M. & I SCHOOL
Lowshoe Lane, Collier Row, Romford RM5 2AU
Tel: Romford 42655
Headteacher: G. Slamon
(Roll: 249)
Required for September 1985.
Scale 1 Reception Class Teacher.
Application forms are available (s.a.e. please) from the Director of Educational Service (Reference: Staffing/DIIT), Mercury House, Mercury Gardens, Romford RM1 3DR.
This vacancy is exempt from the Staff Counselling, Redundancy and Redeployment Selection Procedure. However, applications from employees of the G.L.C. or M.C.C.'s with relevant experience will be welcome. (17788) 110022

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SANDWELL
METROPOLITAN BOROUGH COUNCIL

Required for September 1985

INFANT AND NURSERY TEACHERS Scale 1

Tel: 021-525 7366 (school section

Letters of application stating full curriculum vitae and the names and addresses of two referees should be forwarded immediately to Director of Education, P.O. Box 41, Highfields, West Bromwich, Sandwell, West Midlands B70 8RG.

An equal opportunity employer. Consenting of members of the authority will disqualify. (17779) 110022

Scale 1 Posts

BERKSHIRE
FROGMORE COUNTY FIRST SCHOOL
Orchard Avenue, Slough SL1 6RE
NOR: 132
Required as soon as possible a Scale 1 trained Infant Teacher for 6 year olds. Please state particular special interests.
Apply by letter to the Headmaster with full c.v. and names and addresses of 2 referees. Closing date: 16th August.
An Equal Opportunity Employer. (17581) 110022

BRENT
LONDON BOROUGH OF BRENT
BRENTFIELD JUNIOR MIXED AND INFANT SCHOOL
41 & 43 Meadow Garth, NW10
(Tel: 01-965 5326)
(Roll: 249)
Required for September - INFANT TEACHER (Scale 1).
Application forms (sae) obtainable from Director of Education, Chesterfield House, 9 Park Lane, Wembley, Middlesex HA9 7RW returnable by 12 August 1985.
London Allowance of £1,038 per annum is payable.
Brent is an Equal Opportunities employer.
Brent is fundamentally committed to Multi-Cultural Education. (17949) 110023

BRENT
LONDON BOROUGH OF BRENT
ST JOSEPH'S RC JUNIOR MIXED SCHOOL
Chatsworth Avenue, Wembley HA9 8BE
(Tel: 01-902 3438)
(Roll: 232)
Required for Autumn Term: Temporary TEACHER (Scale 1) to cover maternity leave. Committed Catholic preferred.
Application forms (sae) from the Clerk to the Governors, 12 Kingsway, Wembley HA9 8QA returnable by 16 August 1985.
London Allowance of £1,038 per annum is payable.
Brent is fundamentally committed to Multi-Cultural Education. (17953) 110022

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An equal opportunity employer. Consenting of members of the authority will disqualify. (17779) 110022

NURSERY AND INFANT TEACHERS

Nursery and Infant Teachers required for September.

Newly qualified teachers welcomed.

SCALE 1 plus Outer London Allowance.

Application form (and further details) available on receipt of s.a.e. from Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton. E.10 5QJ

Ref. 567

AN EQUAL OPPORTUNITY EMPLOYER
Applicants are considered for their suitability for the post regardless of disability, sex, race and marital status.

Waltham Forest (9078)

CENTRE FOR BILINGUALISM: TEACHER OF TURKISH (Scale 2)

As part of the implementation of its policy in bilingualism, the London Borough of Haringey wishes to build on and develop the bilingual skills which many children bring to school, and also to develop in all children and teachers an active awareness of language diversity in Britain and in the World.

The Borough is establishing a team of fifteen bilingual teachers attached to and running a Centre for Bilingualism. Applications are invited from qualified (DES recognised) secondary and/or primary bilingual teachers fluent and literate in ENGLISH and TURKISH, for the following post starting in January 1986:

TEACHER OF TURKISH

a) To teach Turkish as a modern language, up to 'O' level and CSE (GCSE) in Secondary Schools
and/or
b) To promote the academic progress and development of bilingual children in Primary Schools. Committed and imaginative qualified teachers who understand the Primary and Nursery Curriculum, are fluent bilinguals, but are not language specialists, will be considered.

The successful candidate will be expected to provide support for mainstream teachers in multi-lingual classrooms and to develop collaborative links with Haringey Community Language teachers in the voluntary sector who will have full access to the Centre for Bilingualism.

Removal Expenses – 100% in approved cases.

Forms of application (sae) available from Chief Education Officer, Education Offices, 48–62 Station Road, Wood Green, London N22 4TY. Closing date: 26th August 1985. (9063)

Haringey
Progress with humanity

Haringey is an equal opportunity employer. We welcome your application which will be considered on merit, irrespective of race, marital status, sex or any disability you may have.

PRIMARY EDUCATION
continued

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
RECULVER C.E. PRIMARY SCHOOL
Herne Bay
Required for September 1985 an experienced teacher for Lower Juniors to assist with Music. Must be able to play Piano. Scale 1 post.
Letters of application to the Head Teacher at the School in Reculver, Herne Bay. (17956) 110023

OLDHAM
METROPOLITAN BOROUGH

KNOWSLEY JUNIOR SCHOOL
Stonefield Road, Spring Head, Oldham

JUNIOR 4 CLASS TEACHER - SCALE 1

Required for September 1985. Ability to offer music an advantage. This post is temporary to 31st August 1986 during the secondment of a permanent member of staff.

Applicants should contact Mr Winterbottom on 061-624 4043 immediately. (17811) 110023

ESSEX
POWERS HALL JUNIOR SCHOOL
Spa Road, Witham
Tel: Witham 512280
(Roll: 277)
TEACHER, Scale 1
Required September, 1985, for Lower Juniors. Closing date: 16th August, 1985.
Application forms available from the Area Education Office, Crossman House, Station Approach, Braintree CM7 3RA (Tel: 76376) 43775, Ext. 391 (enclose s.a.e. please). (17827) 110022

CROYDON
LONDON BOROUGH OF CROYDON

NORBURY MANOR INFANT SCHOOL

A good teacher of infants required, preferably able to teach all age groups and to participate fully in the life of the school. Tenable: 1 September 1985.

BEULAH INFANT SCHOOL

An enthusiastic infant teacher to take a class of top infants. Tenable: 1 September 1985.

FAIRCHILDES INFANTS

Due to growth of the School a vacancy occurs in the middle infants age range for a scale 1 teacher. Interest in slow learning children and language development would be an advantage together with the ability to play the piano.

The shool is proposed to become a J.M.I. School in 1986 so an enthusiastic and imaginative infant/junior trained teacher would be welcome.

Tenable: September 1985.

Application forms obtainable from and returnable to the Director of Education, Education Department, (TAS) Taberner House, Park Lane, Croydon CR9 1TP. Tel: 01-686 4433, Ext. 2609.

SALARY - Burnham Scale: 1. With London Area Allowance.

These posts are exempt from LMGSC procedures but applications employees of the GLC or MCC's with relevant experience will be welcome. (17844) 110022

SHROPSHIRE
EDUCATION COMMITTEE

EQUAL OPPORTUNITIES EMPLOYER

ALEXANDER FLEMING COUNTY INFANTS SCHOOL
109 Southgate, Sutton Hill, Telford

Required as soon as possible a temporary Scale 1 teacher of Infants. Music an advantage. Please state if suitable for Juniors. S.P.A. Allowance.

Application forms and details from the Head (NAS). (17748) 110022

WALTHAM FOREST
ST. MARY'S C. OF E. PRIMARY SCHOOL
Hoe Street, London E17
Head: Mr. R. Church
Required for September, TEMPORARY TEACHER required for 1 term to teach a lower infant class, sympathetic to the aims of a Church of England School.
SCALE 1 plus Outer London Allowance.
Application form (and further details) available on receipt of s.a.e. from Chief Education Officer, Municipal Offices, High Road, Leyton, London E10.
Ref. P48/568. (17868) 110022

WEST SUSSEX
TEMPORARY INFANT TEACHER
Re Advertisement
DOWNLANDS COUNTY PRIMARY SCHOOL
Graffham
(Group 1)
Required enthusiastic infant Teacher (scale 1) who would be interested in covering for maternity leave initially from October 1985 to June 1986.
Form and details from Headmistress, Downlands County First School, Graffham, Petworth GU28 0NJ on receipt of s.a.e. (17910) 110022

SCALE 1 NURSERY AND INFANT TEACHERS

Applications are invited for a small number of Scale 1 vacancies in Nursery and Infant classes.

London Allowance (£1,038) payable.

Removal expenses – 100% allowed in approved cases.

Application Forms (s.a.e.) may be obtained from the Chief Education Officer, Education Offices, 48–62 Station Road, Wood Green, London N22 4TY, to whom forms should be returned by 16th August, 1985. Applicants who are about to complete a course of training should indicate this when writing. (9062)

Haringey
Progress with humanity

Haringey is an equal opportunity employer We welcome your application which will be considered on merit, irrespective of race, marital status, sex or any disability you may have.

INFANT TEACHERS
Scale 1

A number of vacancies for September 1985 are still available for newly qualified infant teachers.

Previous applicants are still being considered and need not re-apply.

London Allowance: £1,038.

Application forms (s.a.e please) available from the Director of Education to whom completed forms should be returned by 13th August 1985.

Education Offices, 379/383 High Street, Stratford, E15 4RD.

An Equal Opportunity Employer (9055)

LONDON BOROUGH OF NEWHAM

PRIMARY SCALE 1 PERMANENT POSTS

– SEPTEMBER 1985 AND JANUARY 1986

Applications are invited from enthusiastic newly qualified and experienced teachers who are seeking the opportunity to teach children in the 4 plus to 11 plus age range. Most of the vacancies for September are for teachers for INFANTS while for January 1986 it is anticipated that there will be vacancies throughout the primary age range.

Havering, one of the largest London Boroughs, is a lively and caring Authority. It offers excellent professional support for its teachers at all stages in their careers, including well over 100 in-service courses each Term.

Havering is well placed on the edge of the Essex countryside and yet within easy reach of London and all it's facilities, to which there is easy access by public transport, both road and rail.

Havering

Application forms are available (s.a.e please) from the Director of Educational Services (Reference: Staffing/PM), Mercury House, Mercury Gardens, Romford, RM1 3DR.

Please state whether newly qualified or experienced and whether you are applying for a post in September 1985 or January 1986.

Closing date: 16th August 1985. (9060)

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
CHINGFORD SENIOR HIGH SCHOOL
Nevin Drive, London E4
Head: Mr J.S. Mitchell
Required for September, TEMPORARY TEACHER SCALE 1 plus Outer London Allowance) required in this comprehensive school for pupils aged 14 - 19 years (250 on roll) to teach in the Business Studies/Commerce/Economics areas for 1 term.
Send letter of application, CV and names and addresses of two referees to the Head Teacher or Tel: 01-529 1853. Ref. P75/564. (17898) 131822

SOUTH TYNESIDE
BOROUGH OF SOUTH TYNESIDE
ST. JOSEPH'S R.C. COMPREHENSIVE SCHOOL (Group 1) (1,111 - 16)
ASSISTANT TEACHER OF COMMERCIAL SUBJECTS (Scale 1)
Required for September 1985 or as soon as possible thereafter, a suitably qualified and experienced teacher for commercial subjects, in particular typewriting and office practice which is taught to G.C.E. and R.S.A. Stage 1 level. The Department also offers courses in accounts to 'O' level standard and Economics to both 'O' and 'A' level. An opportunity may exist for participation in this work.
A Scale 2 post may be available for a suitably experienced applicant.
Application forms are available from the Head Teacher St. Joseph's R.C. Comprehensive School, Mill Lane, Hebburn, Tyne and Wear, NE31 2RZ. Completed forms should be returned to the Head Teacher within 10 days of the appearance of this advertisement. (17915) 131822

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
CHINGFORD SENIOR HIGH SCHOOL
Nevin Drive, London E4
Head: Mr J.S. Mitchell
Required for September, TEMPORARY TEACHER SCALE 1 plus Outer London Allowance) required in this comprehensive school for pupils aged 14 - 19 years (250 on roll) to teach in the Business Studies/Commerce/Economics areas for 1 term.
Send letter of application, CV and names and addresses of two referees to the Head Teacher or Tel: 01-529 1853. Ref. P75/564. (17898) 131822

Secondary Education

By Subject Classification

Art and Design

Scale 1 Posts

BUCKINGHAMSHIRE
COUNTY COUNCIL
MILTON KEYNES AREA
Equal Opportunity Employer
BRIDGEWATER HALL SCHOOL
Stantonbury Campus
Stantonbury, Milton Keynes, Bucks. MK14 6BN
Required for September 1985 a teacher of Art and Craft to join lively co-operative Design Faculty team. Flexible approach an advantage. Scale One.
Immediately application by letter, quoting two referees, enclosing CV and stamped addressed envelope to the Headteacher Mr M. Davies. (17783) 131222

HAVERING
LONDON BOROUGH OF HAVERING
CAMPION SCHOOL
Winpleyte Lane, Hornchurch RM12 5BX
Tel: Hornchurch 52332
Headteacher: Dr J.F. Bowerman, B.Sc., Ph.D., D.I.C.
(Roll: 751 boys)
Required for September 1985 or as soon as possible thereafter a Teacher of Art Scale 1 (up to 'O' level) and Pottery to scale with the work for well established Department.
Letters of application giving full curriculum vitae and quoting two referees should be sent to Headmaster at the School.
This vacancy is exempt from the Staff Consultation Ring Fence Procedure. However, applications from employees of the G.L.C. or M.C.C.'s with relevant experience will be welcome. (17750) 131822

Commercial Subjects

Scale 1 Posts

SOUTH TYNESIDE
BOROUGH OF SOUTH TYNESIDE
ST. JOSEPH'S R.C. COMPREHENSIVE SCHOOL (Group 1) (1,111 - 16)
ASSISTANT TEACHER OF COMMERCIAL SUBJECTS (Scale 1)
Required for September 1985 or as soon as possible thereafter, a suitably qualified and experienced teacher for commercial subjects, in particular typewriting and office practice which is taught to G.C.E. and R.S.A. Stage 1 level. The Department also offers courses in accounts to 'O' level standard and Economics to both 'O' and 'A' level. An opportunity may exist for participation in this work.
A Scale 2 post may be available for a suitably experienced applicant.
Application forms are available from the Head Teacher St. Joseph's R.C. Comprehensive School, Mill Lane, Hebburn, Tyne and Wear, NE31 2RZ. Completed forms should be returned to the Head Teacher within 10 days of the appearance of this advertisement. (17915) 131822

Craft, Design & Technology

Scale 1 Posts

CROYDON
LONDON BOROUGH OF CROYDON

EDENHAM HIGH (M)
Orchard Way, Shirley CR0 7NJ

Tel: 01-776 0220

Tenable: September 1985

Required in this mixed comprehensive School a part-time teacher of Craft, Design and Technology for Tuesday of each week.

Apply in writing to the Head Teacher at the School.

Salary - Burnham Scale: 1. With London Area Allowance.

This post is exempt from LMGSC procedures but applications from employees of the GLC or MCC's with relevant experience will be welcome. (17846) 132122

HAMPSHIRE
THE TOYNBEE SCHOOL
Budycoats Road, Eastleigh
11 - 16 Comp. Mixed, N.O.R. 850
C.D.T., Engineering Drawing to 'O' level and some mathematics.
Letters of application with full curriculum vitae, names and addresses of two educational referees and S.A.E. to Head. (17858) 132122

Economics & Business Studies

Scale 1 Posts

BROMLEY
LONDON BOROUGH OF BROMLEY

RAVENSBOURNE SCHOOL FOR BOYS
Hayes Lane, Hayes, Kent BR2 9EH

Required for September 1985 for one year a part-time (.50) teacher of Economics to teach the subject at 'A' and 'O' levels only. Scale 1. The subject is not offered before the sixth form.

Application forms and further information from the Headmaster at the School (foolscap s.a.e. please) to whom completed forms should be returned by 14th August 1985. (17826) 132222

DUDLEY
SIR GILBERT CLAUGHTON SCHOOL

TEACHER OF SOCIOLOGY

See advertisement under Social Studies, Scale 1. (17886) 132222

English

Scale 1 Posts

BRENT
LONDON BOROUGH OF BRENT
WILLIAM GLADSTONE HIGH SCHOOL
Parkside, London NW9
(Tel: 01-450 2631/2)
(Roll: 770, 11 - 18)
Required for September 1985, a TEACHER OF ENGLISH (Scale 1) to fill a one-term vacancy. The teacher appointed will be required to teach a full English timetable, across the age and ability range, including 'O' and CSE examinations, and a little Drama. Classes are mainly mixed-ability and examination work is based largley on course work.
Application forms (sae) obtainable from Director of Education, Chesterfield House, 9 Park Lane, Wembley, Middlesex HA9 7RW returnable to the Headteacher by 16 August 1985.
London Allowance of £1,038 per annum is payable.
Brent is an Equal Opportunities employer.
Brent is fundamentally committed to Multi-Cultural Education. (17952) 132422

BROMLEY
METROPOLITAN BOROUGH OF BROMLEY

DARRICK WOOD SCHOOL

Lovibonds Avenue, Orpington, Kent BR6 8ER

Required for September 1985, for one term only, a teacher of ENGLISH (Scale 1) to teach the subject throughout this 11 - 18 five form, entry mixed comprehensive school.

The department has well established courses for C.S.E. and G.C.E. 'O' and 'A' level examinations.

Further details and applications forms are available from the Headmaster at the School (foolscap s.a.e please). Completed forms, together with a letter of application, should be returned to the school by 14th August 1985. (17824) 132422

Geography

Scale 1 Posts

BERKSHIRE
WESTGATE SECONDARY MODERN SCHOOL
Cippenham Lane, Slough SL1 5AH
NOR: 515
Required for September 1985 a Scale 1 Teacher to cover for 1 term only to cover leave of absence for training.
The person appointed will be expected to teach from second year to CSE and 'O' level.
Apply by letter or phone the Headmaster (including c.v. and names and addresses of 2 referees, (Slough 31320 and High Wycombe 31883 after 6.00pm). Closing date: 12th August 1985.
An Equal Opportunity Employer. (17880) 132622

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE

BEAL HIGH SCHOOL
Woodford Bridge Road, Redbridge, Ilford, Essex IG4 5LF

Tel: 01-550 2733

Head: M.J. Manuel, M.A.

Required for September 1985: a temporary teacher of English for one term to cover absence caused by maternity leave in this 11 - 18 mixed comprehensive school.

The post is on Scale 1 with Outer London Allowances. Application from employees of the GLC or MCC's, with relevant experience will be welcome.

Applications are obtainable from and returnable to the Director of Educational Services, 235-255 High Road, Ilford, Essex IG1 1NN. Tel: 01-478 3020 Ext. 193. (17802) 132422

HARROW
EDUCATION COMMITTEE
CANONS HIGH SCHOOL
Shaldon Rd., Edgware, Mdx. HA8 6AN
Tel: 01-958 1614
A part-time teacher of GEOGRAPHY (0.6) required from September at this large comprehensive for students aged 12 - 16. The ability to teach Integrated Humanities in the Lower School and Geography to O. Level is essential.
Please apply by letter, together with a testimonial and two referees, and a curriculum vitae to the Headteacher, Mrs M.G. Freeman, by Friday, 16th August.
Harrow is an Equal Opportunity Employer. (17875) 132622

HERTFORDSHIRE
STEVENAGE GIRLS SCHOOL
Valley Way, Stevenage SG2 0AS
Tel: Stevenage 353789
Head: Mrs J. Nash
Required September 1985 or as soon as possible thereafter a well qualified teacher of Geography Scale 1 to share in the work of the department to 'A' level at this all-ability Girls' School. Interest in new curriculum activities essential.
Applications to the Head giving full names and addresses of two referees. SAE please. (17830) 132622

History

Scale 1 Posts

DUDLEY
SIR GILBERT CLAUGHTON SCHOOL

TEACHER OF SOCIOLOGY

See advertisement under Social Studies, Scale 1. (17886) 132222

SECONDARY HISTORY
continued

OXFORDSHIRE
COUNTY COUNCIL
BANBURY SCHOOL
Ruskin Road, Banbury OX16 9JU
Mixed 11 - 18
Comprehensive, roll 2000
(sixth form 350)
Required for September 1985 to join the Humanities Faculty, a teacher who has a commitment to the school, the County's approach and who is a specialist in the 19th/20th Century. They will also be required to be a Tutor within the pastoral system. Further information on receipt of SAE.
Apply by letter as soon as possible to the Principal together with full c.v. and names and addresses of two persons who can comment on the applicant's professional experience. SAE please. (17367) 133822

Home Economics

Scale 1 Posts

BRENT
LONDON BOROUGH OF BRENT
CONVENT OF JESUS AND MARY (GIRLS) HIGH SCHOOL
Crownhill Road, NW10 4EP
Tel: 01-965 2986
Roll 864
Required for September - A Part-time TEACHER of DOMESTIC ECONOMICS to 'O'/CSE level (Scale 1) to cover for a maternity leave which is expected to extend to May 1986. Possibility of full-time work negotiable. Please state subject preferred.
London allowance of £1,038 per annum is payable.
Brent is committed to Multi-Cultural Education.
Application form (sae) obtainable from the Head-teacher returnable within 14 days. (17850) 133062

BROMLEY
LONDON BOROUGH OF BROMLEY

ROCK HILLS SCHOOL FOR GIRLS
Anerley Road, William Booth Road, Anerley, London SE20 8BG

Group B. All ability. 11 - 17 plus

Required for September 1985 or as soon as possible a Teacher of Home Economics (Child Care, Foods & Social Studies) to Scale 2. Allowance payable.

The school runs a number of Child Study groups in the 4th year. The ability to teach Home Economics and/or Community Care as part of the Sixth Form City & Guilds programme would be an advantage.

Application forms available from the Acting Headmaster of the school (foolscap s.a.e. please) to whom completed forms should be returned by 14th August, 1985. (17862) 133022

EALING
LONDON BOROUGH
Education Service
WALPOLE HIGH SCHOOL
Baggarath Road, Northolt, Middlesex UB5 6DQ
Required for September 1985 on a temporary contract to cover a vacancy created by maternity leave, a teacher of Home Economics (mainly needlework).
London Weightions £1,038.
Application forms from Chief Education Officer, Hadley House, 79-81 New Broadway, Ealing W5 5AU (SAE please) to be returned by 6 August 1985. (17943) 133028

HARINGEY
Progress with Humanity

HIGHGATE WOOD SCHOOL
Montcalm Road, Hornsey, N8 8RN
HOME ECONOMICS, 0.6
Required for September 1985 a part-time TEACHER of Home Economics to join the department which works within the Creative Studies Faculty.
Application forms and further details obtainable from and returnable to the Acting Headteacher (s.a.e. required). Tel: 340 1771.
Closing Date: 23 August, 1985.
London Allowance (£1,038) payable.
Removal Expenses - 100% allowed in approved cases.
Haringey is an equal opportunity employer. (17816) 133022

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST RIDING DIVISION
WITHERNSEA HIGH SCHOOL
Hull Road, Withernsea HU19 2EG
(Co-educational comprehensive, 11 - 18 years, N.O.R. 1266)
SCALE 1 - HOME ECONOMICS
Required for September, 1985, or as soon as possible thereafter, a well-qualified teacher of Home Economics able to teach Food, Fabrics & Child Care to pupils to 16 plus Level. New entrants into the profession are warmly invited to apply.
Application forms and further details are available from the Head of the school (s.a.e. please) to whom completed forms should be returned by 15th August, 1985. (08768) 133032

Mathematics

Scale 2 Posts and above

LINCOLNSHIRE

SPALDING HIGH SCHOOL

NOR 720 (140 in Sixth Form)

Required for January 1986, a graduate teacher of Mathematics to teach throughout the school to 'O' and 'A' level. The post is available for a suitable applicant who is also expected to co-ordinate the computer network, advise the school and to teach Computer Appreciation Courses.

Further details and application form from the Headmistress, Spalding High School, Stonegate, Spalding, Lincs. PE11 2PJ. (17936) 133420

Scale 1 Posts

BEXLEY
LONDON BOROUGH
ST. MARY & ST. JOSEPH'S R.C. SCHOOL
Chislehurst Road, Sidcup, Kent DA14 6HX
Tel: 01-308 7700
Roll 750, 150 Sixth Form
Required for September, 1985 or as soon as possible a Mathematics teacher of Maths up to 'A' level.
Further details and application form from the School, or telephone application to go as possible. (17946) 133422

BRENT
LONDON BOROUGH OF BRENT
CONVENT OF JESUS AND MARY (GIRLS) HIGH SCHOOL
Crownhill Road, NW10 4EP
Tel: 01-965 2986
(Roll: 864)
Required for September - TEACHER of ENGLISH (Scale 1) to teach all ages and abilities. A temporary post, expected duration: 1 term.
London Allowance of £1,038 per annum is payable.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Head-teacher returnable within 14 days. (17948) 133422

BROMLEY
LONDON BOROUGH OF BROMLEY

ROCK HILLS SCHOOL FOR GIRLS
Anerley Road/William Booth Road, Anerley, London SE20 8BG

Group 9. All ability, 11 - 17

Required for September 1985 for one term only, a teacher of Mathematics (Scale 1). Social Priority School Allowances Payable.

Pupils are encouraged to obtain a qualification in Mathematics and a variety of courses are offered. There is a joint sixth form with a neighbouring boys school. The school is well equipped with computers and has developed some expertise in this field. Ability to teach Computer Studies would be an advantage.

Application form and further details may be obtained from the Head-teacher at the address, (please Tel: 01-778 6510), to whom completed forms must be returned by 14th August 1985. (17987) 133426

BROMLEY
LONDON BOROUGH OF BROMLEY

ROCK HILLS SCHOOL FOR GIRLS
Anerley Road/William Booth Road, Anerley, London SE20 8BG

Group 9. All ability, 11 - 17

Required for September 1985 for one term only, a teacher of Mathematics (Scale 1). Social Priority School Allowances Payable.

Pupils are encouraged to obtain a qualification in Mathematics and a variety of courses are offered. There is a joint sixth form with a neighbouring boys school. The school is well equipped with computers and has developed some expertise in this field. Ability to teach Computer Studies would be an advantage.

Application form and further details may be obtained from the Head-teacher at the address, (please Tel: 01-778 6510), to whom completed forms must be returned by 14th August 1985. (17987) 133426

HARROW
EDUCATION COMMITTEE
CANON MORGAN SCHOOL
Clayton Road, Harrow, Middx. HA1 2JQ
Tel: 01-427 3866
A lively teacher of Mathematics is required for the 12 - 16 years boys comprehensive school to teach the subject over the whole age and ability range up to 'O' level. Staff changes are used throughout the school and there is a very good record of success in the subject in external examinations.
Application forms, from and to be returned to Controller of Education Services, P.O. Box 92, Civic Centre, Harrow by 15th August 1985. Please enclose stamped addressed envelope.
Harrow is an Equal Opportunity Employer. (17974) 133422

HUMBERSIDE
COUNTY COUNCIL
EDUCATION COMMITTEE
CHAMBERLAIN DIVISION
HEREFORD SCHOOL
Westward Ho.. Grimsby DN34 5QS
Required for September, 1985.
TEACHER OF MATHEMATICS WITH SUBSIDIARY SCIENCE (SCALE 1).
The post offers opportunity to teach Mathematics to C.S.E. and G.C.E. 'O' level standard, together with Science to the Lower School.
Application forms and further information obtainable from the Head Teacher at the school (on receipt of s.a.e.) to whom completed forms should be returned by 5th August 1985. (08787) 133422

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD DIVISION
DARTFORD GRAMMAR SCHOOL
SECONDARY SCHOOL FOR GIRLS
Heath Lane, Dartford
Group 9, Roll 600
Well established pleasant surroundings
Required for September, 1985/January, 1986 Teacher of Mathematics. Ability to offer Human Biology an advantage. G.C.E. and C.S.E. Course in existence.
Applications to Divisional Education Office, Essex Road, Dartford, giving names and addresses of two referees. Scale 1.

DOWNS SCHOOL
Green Street Green Road, Dartford, Kent DA1 1QE
Roll 1,200 (Mixed), 11 - 18, Wide Ability
Graduate Mathematician. Temporary (Possible Permanent). Urgently required for September, 1985. Prime Allowance. Pleasant Site on outskirts of Dartford with easy access to London and Kent Coast.
Applications to Headmaster with full curriculum vitae, s.a.e. and names and addresses of two referees. Closing date 30th June, 1985.

THANET DIVISION.
THE CONYNGHAM COUNTY SECONDARY SCHOOL
Stirling Way, Ramsgate
Required from September 1985, assistant teacher of Mathematics/Social Studies. Posts a temporary for one year during the secondment of the permanent post holder. Scale 1 post.
Applications with the names and addresses of two referees to the Head Teacher at the School. (17963) 133422

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

KING EDWARD VII COLLEGE
Warren Hills Road, Coalville, Leicester LE6 2GU

(14 - 18 Upper)

ROLL 1144

SCALE 1 MATHEMATICS

Required August for one term two teacher of Mathematics to the full age and ability range.

Please contact the Headteacher for further details and application forms (SAE). (17852) 133482

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

HAMILTON SCHOOL
Keyham Lane West, Leicester LE5 1RT

(11 - 16 Secondary)

ROLL 796

MATHEMATICS/OCEA post

SCALE 1

Required August 1985 a Scale 1 teacher of Mathematics for one or possibly two years to work in this 11 - 16 comprehensive developing strategies for encouraging students using the criteria contained in the Mathematics G component of the Oxford Certificate of Education achievement.

Please contact the Headteacher for further details and application forms (SAE). (17931) 133422

WIGAN
METROPOLITAN BOROUGH OF WIGAN
Required immediately
LEIGH ST. MARY'S RC HIGH SCHOOL
Manchester Road, Astley, Tyldesley, Manchester M29 7EE
Tel: Atherton 7883478
(11 - 18 mixed comprehensive)
MATHS Scale 1
Application forms and further particulars available from and returnable to the Headteacher at the school (s.s.e. please) should be returned as soon as possible. Ref. AS1. (17816) 133422

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

KING EDWARD VII COLLEGE
Warren Hills Road, Coalville, Leicester LE6 2GU

(14 - 18 Upper)

ROLL 1144

SCALE 1 MATHEMATICS

Required August for one term two teacher of Mathematics to the full age and ability range.

Please contact the Headteacher for further details and application forms (SAE). (17852) 133482

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

(An Equal Opportunity Employer)

TEDDINGTON SCHOOL
Broom Road, Teddington, Middlesex TW11 9PJ

(Mixed Comprehensive, 1030 pupils in September 1985 aged 11 - 16)

Headmaster: J.R.W. Oliver, M.A.

Required from September 1985, Teacher of MATHEMATICS (Scale 1 plus Outer London Allowance of £689 p.a.).

The Mathematics Department, which has its own suite of classrooms, has a long tradition of good examination results.

The school, which is expanding rapidly, is in a very attractive area with its own grounds extending to the bank of the River Thames.

Please apply IMMEDIATELY by telephone to the Education Department (01-891 1433, Ext. 291) giving qualifications, experience and full name and telephone number of at least one referee. (08781) 133462

WEST SUSSEX
WEALD SCHOOL
Station Road, Billingshurst, West Sussex RH14 9HY
11 - 18 mixed Comp. NOR 1530
Required September 1985, a teacher of Mathematics (Scale 1) to join a successful department.
Write to Headmaster at the school, giving details of qualifications and experience. Removal expenses in approved cases. Closing date within two weeks from the appearance of this advertisement. (17912) 133422

WIGAN
METROPOLITAN BOROUGH OF WIGAN
Required immediately
LEIGH ST. MARY'S RC HIGH SCHOOL
Manchester Road, Astley, Tyldesley, Manchester M29 7EE
Tel: Atherton 7883478
(11 - 18 mixed comprehensive)
MATHS Scale 1
Application forms and further particulars available from and returnable to the Headteacher at the school (s.s.e. please) should be returned as soon as possible. Ref. AS1. (17816) 133422

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

KING EDWARD VII COLLEGE
Warren Hills Road, Coalville, Leicester LE6 2GU

(14 - 18 Upper)

ROLL 1144

SCALE 1 MATHEMATICS

Required August for one term two teacher of Mathematics to the full age and ability range.

Please contact the Headteacher for further details and application forms (SAE). (17852) 133482

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
LEYTON SENIOR HIGH SCHOOL FOR GIRLS
Colworth Road, London E11
Head: Mrs. C. Brodhead
Required for September, MATHEMATICS TEACHER SCALE 1 (plus Outer London and Social Priority Allowances) restricted to this comprehensive school for girls aged 14 - 19 years (750 on roll) to work with pupils of all abilities in a lively Mathematics department. An ability to teach Computer Studies an advantage.
Apply by letter to the Headteacher, enclosing c.v. & details of two referees.
Ref. 783/SS6. (17888) 133492

DERBYSHIRE
EDUCATION COMMITTEE

FRENCH/GERMAN DS/ 250/31

Scale 1

PARKFIELDS SCHOOL
Princes Charles Avenue, Derby DE5 4LR.

(Tel: 518951)

Required for September or January.

Applications with names and addresses of two referees to the Headteacher.

Derbyshire County Council is an Equal Opportunity Employer. (17855) 133622

ENFIELD
LONDON BOROUGH OF ENFIELD
BROOMFIELD SCHOOL
Mixed Comprehensive, Group 12, Roll Initially 1600
Required for September, temporary teacher of FRENCH, Scale 1 to teach up to and including 'A' level work. There is a large Modern Language department with well-equipped specialist rooms. The school has excellent facilities and is easily accessible by public transport. Newly amalgamated it will be under pressure for the next two years. This is a temporary post to cover maternity leave.
Application forms (large SAE) and details obtainable from the Headmaster (Initials: Anne Silvo), Wilmer Way, Southgate, London N14 5QA to be returned as soon as possible.
An equal opportunity employer. (08796) 133622

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
SIR WILLIAM NOTTIDGE SECONDARY SCHOOL
Whitstable
Co-educational non-selective school 11 - 17 (1000)
From September 1985 Scale 1 Music teacher required. CSE, 'O' & 'A' & C.S.E. courses. The appointee will be required to teach 6 - 7 lessons of Religious studies.
Applications to the Headmaster with full C.V. and names and addresses of two referees. (17958) 133822

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

KING RICHARD III SCHOOL
Ellesmere Road, Leicester LE3 1BS

(11 - 16 Secondery)

ROLL 680

MUSIC SCALE 1

Required August Scale 1 teacher of Music to 'O' level. Is available for experienced teacher temporary for Autumn term considered).

Please contact the Headteacher for further details and application forms (SAE). (17952) 133822

SANDWELL
METROPOLITAN BOROUGH COUNCIL

SMETHWICK HALL BOYS HIGH SCHOOL

GENERAL SUBJECTS Scale 1

See advertisement under Other than by Subject. (17780) 133832

Physical Education

Scale 2 Posts and above

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
EQUAL OPPORTUNITIES EMPLOYER
SUTTON HIGH SCHOOL
Watery Lane, London SW20 0JD
Tel: 01-542 1212
Head Teacher: Mr. R.B. Coyle, M.A.
Age Range: 13 - 18 years
No: On Roll: 801
Wanted September for boys' 13 - 18 Comprehensive School teacher to take games afternoons and all academic subject, preferably Biology. The main sports of the school are Rugby, Football and Cricket. A Scale 2 post is available for a games candidate and also a temporary appointment will be considered.
Closing date: 9.8.A.P.
Application forms and further particulars of the post are available from the Head Teacher at the above address, please enclose addressed envelope. (17801) 134830

Scale 1 Posts

BERKSHIRE
THEALE GREEN SCHOOL
Required for September 1985 temporary teacher Scale 1 for Boys Physical Education and Games. Well equipped modern gym, spacious playingfields and good facilities all on site. Rugby and Basketball would/shd/we advertise. Yes.
Application to the Deputy Head-master for further details. Closing Date 12th August.
An Equal Opportunity Employer. (17879) 134222

BRENT
LONDON BOROUGH OF BRENT
CONVENT OF JESUS AND MARY (GIRLS) HIGH SCHOOL
Crownhill Road, NW10 4EP
Tel: 01-965 2986
Roll: 864
Required for September - A fully QUALIFIED TEACHER (Scale 1) to specialise in DANCE and capable of teaching all other aspects of the Girls' Games/Athletic syllabus. Must be prepared to be involved in after school activities and may be required to teach a second subject.
London Allowance of £1,038 per annum is payable.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Head-teacher returnable within 14 days. (17941) 133422

DERBYSHIRE
EDUCATION COMMITTEE

SECONDARY

GIRLS' PE (WITH SOME HUMANITIES) DS/280/3

TEMPORARY FOR 1 YEAR

Application with CV and names and addresses of 2 referees to the Headmistress, Lees Brook School, Morley Road, Chaddesden, Derby DE2 6QX (Tel: Derby 671723). (17967) 134888

HAMPSHIRE
ST. GEORGE CATHOLIC SCHOOL
Lasside Way, Southampton SO2 3DG
(13 - 16 Comprehensive NOR: 500
Required September - Scale 1 Teacher of Boys Games/Mathematics.
SAE to Head for further details.
All Scale 1 posts are initially temporary. (08786) 134222

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWANSCOMBE SCHOOL
High Street, Swanscombe, Kent
Group 8 - High
Urgently required for Autumn Term only (temporary initially) P.E. Teacher. Scale 2. Possible Scale 3. Prime Allowance.
Application to the Headmaster with full curriculum vitae and names and addresses of two referees. (17950) 134888

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

Scale 1 Posts

BERKSHIRE
THEALE GREEN SCHOOL
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Application to the Headmaster with full curriculum vitae and names and addresses of two referees. (17950) 134888

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

Music

Scale 1 Posts

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
THE HUNDRED OF HOO SCHOOL
Hoo, Rochester, Kent ME3 9HH
(Co-educational 1,200 pupils)
From September 1985 Scale 1 Music teacher required. CSE, 'O' & 'A' & C.S.E. courses. The appointee will be required to teach 6 - 7 lessons of Religious studies.
Applications to the Headmaster with full C.V. and names and addresses of two referees. (17958) 133822

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

KING RICHARD III SCHOOL
Ellesmere Road, Leicester LE3 1BS

(11 - 16 Secondery)

ROLL 680

MUSIC SCALE 1

Required August Scale 1 teacher of Music to 'O' level. Is available for experienced teacher temporary for Autumn term considered).

Please contact the Headteacher for further details and application forms (SAE). (17952) 133822

DERBYSHIRE
EDUCATION COMMITTEE

FRENCH/GERMAN DS/ 250/31

Scale 1

PARKFIELDS SCHOOL
Princes Charles Avenue, Derby DE5 4LR.

(Tel: 518951)

Required for September or January.

Applications with names and addresses of two references to the Headteacher.

Derbyshire County Council is an Equal Opportunity Employer. (17855) 133622

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
RUSH CROFT HIGH SCHOOL
Rush Croft, Leyton, London E11
Head: Mr. R.D. Styles
Required for September, FRENCH TEACHER SCALE 1 (plus Outer London Allowances) required in this comprehensive school for pupils aged 14 - 19 years (750 on roll) to work with pupils of all abilities in a lively Mathematics department. An ability to teach Computer Studies an advantage.
Apply by letter to the Headteacher, enclosing c.v. & details of two referees.
Ref. 783/SS6. (17888) 133492

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
NORWOOD SCHOOL
Norwood Lane, Sheffield S6 4BH
Required September for one year only, temporary full time teacher of Boys P.E. and either remedial support in English or English to pupils with senior pupils. Applications to the school by letter, including full C.V. and names and addresses of two referees, should reach the school by 8th August.
There is a roadvertisement, and applications should reach the school if they wish to be considered.
(17870) 134222

STAFFORDSHIRE
THOMAS ALLEYNE'S HIGH SCHOOL
High Bank, Uttoxeter ST14 7HW
Required from September 1985 Teacher of Boys' Physical Education (Scale 1) in this 11 - 18 mixed comprehensive senior High School on site facilities are excellent and in the first instance for one term only with the opportunity of application for a permanent position.
Application forms and further details obtainable from and returnable to the Headteacher (s.a.e.).
Canvassing will disqualify.
Closing date 10 days from publication.
Staffordshire membership applied for.
STAFFORDSHIRE COUNTY COUNCIL (17886) 134222

WALTHAM FOREST
RUSH CROFT HIGH SCHOOL
Rush Croft, Leyton, London E11
Required September, FRENCH TEACHER Scale 1 (plus Outer London Allowance).
Further details see our display advertisement under Secondary Languages. (17854) 134222

SECONDARY PHYSICAL EDUCATION
continued

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

HAMILTON SCHOOL
Keyham Lane West, Leicester LE5 1RT

(11 - 16 Secondary)

ROLL 796

PHYSICAL EDUCATION SCALE 1

Enthusiastic teacher of Girls' PE and Dance up to 16 plus examination level required from August 1985 if possible.

Please contact the Headteacher for further details and application forms (SAE). (17933) 134222

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

JOHN CLEVELAND COLLEGE
Forest View, Butt Lane, Hinckley, Leicestershire

(14 - 18 Upper)

ROLL 1864

PHYSICAL EDUCATION SCALE 1

Required August for one year teacher of Boys' Physical Education. Please state second subject.

Please contact the Headteacher for further details and application forms (SAE). (17930) 134222

LINCOLNSHIRE
TEMPORARY ASSISTANT TEACHER

LINCOLN SOUTH PARK HIGH SCHOOL

BURNHAM SCALE 1

NOR 840

Required from September 1985 to cover a secondment for one year, a teacher of Boys' PE and Games.

For forms/details send SAE to the school, Cross Cliff Hill, Lincoln LN5 8PW.

Closing date - 16 August 1985. (17038) 134222

OLDHAM
METROPOLITAN BOROUGH

SADDLEWORTH SCHOOL
High Street, Uppermill, Oldham

BOYS PE TEACHER SCALE 1

Required for September 1985. This post is temporary to the 31st August 1986.

Please apply by letter directly to the head at the school with full cv and names and addresses of 2 referees as soon as possible. (17813) 134222

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
NORWOOD SCHOOL
Norwood Lane, Sheffield S6 4BH
Required September for one year only, temporary full time teacher of Boys P.E. and either remedial support in English or English to pupils with senior pupils. Applications to the school by letter, including full C.V. and names and addresses of two referees, should reach the school by 8th August.
There is a roadvertisement, and applications should reach the school if they wish to be considered.
(17870) 134222

STAFFORDSHIRE
THOMAS ALLEYNE'S HIGH SCHOOL
High Bank, Uttoxeter ST14 7HW
Required from September 1985 Teacher of Boys' Physical Education (Scale 1) in this 11 - 18 mixed comprehensive senior High School on site facilities are excellent and in the first instance for one term only with the opportunity of application for a permanent position.
Application forms and further details obtainable from and returnable to the Headteacher (s.a.e.).
Canvassing will disqualify.
Closing date 10 days from publication.
Staffordshire membership applied for.
STAFFORDSHIRE COUNTY COUNCIL (17886) 134222

WALTHAM FOREST
RUSH CROFT HIGH SCHOOL
Rush Croft, Leyton, London E11
Required September, FRENCH TEACHER Scale 1 (plus Outer London Allowance).
Further details see our display advertisement under Secondary Languages. (17854) 134222

Scale 2 Posts and above

WARWICKSHIRE
COUNTY COUNCIL

STRATFORD UPON AVON HIGH SCHOOL
Alcester Road, Stratford-upon-Avon

(1255 mixed on roll, sixth form 130)

Specialist P.E. teacher (girls), with some Geography, needed full-time on a temporary basis during a maternity leave in September/October and possibly beyond.

Apply immediately in writing or by telephone to the Head, Mrs. Bridgstowe Hume, Stratford-upon-Avon CV37 7RT. Tel: (0789) 296393. (17808) 134222

WARWICKSHIRE
COUNTY COUNCIL

RILTON HIGH SCHOOL
Lawford Lane, Bilton, Rugby CV22 7HT

Required for September 1985 a teacher of girls P.E. Ability to teach Mathematics an advantage.
Applications in writing, including curriculum vitae and names and addresses of two referees, to the Head, Miss R.K.I. Pigott. (17809) 134222

WIGAN
METROPOLITAN BOROUGH OF WIGAN
Required immediately
LEIGH ST. MARY'S RC HIGH SCHOOL
Manchester Road, Astley, Tyldesley, Manchester M29 7EE
Tel: Atherton 883478
(11 - 18 mixed comprehensive)
PART TIME GIRLS PE Scale 1
Application forms and further particulars available from and returnable to the Headteacher at the school (s.a.e. please) should be returned as soon as possible. Ref. AS1. (17919) 134222

Science

Heads of Department

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SHEPWAY DIVISION
THE FOLKESTONE SCHOOL FOR GIRLS
Cheriton Place, Folkestone CT20 3RJ
Required for January 1986, or earlier if possible, a well qualified and experienced graduate to be Head of a thriving Science department. Committed to teaching in this subject, Scale 3 post. An ability to teach Chemistry to 'O' level would be a considerable advantage.
Please apply in the first instance directly by letter to the Headmistress at the above address enclosing curriculum vitae and names and addresses of two referees. (17964) 134816

Scale 2 Posts and above

WEST SUSSEX
BOGNOR REGIS COMMUNITY COLLEGE
Westgate Lane, Bognor Regis PO21 2LB
(Group 12, Mixed Comprehensive)
Required September 1985. Temporary Scale 2 Teacher for one year in the first instance to be responsible for Lower School Science (years 1 and 2) Nuffield Combined Sciences Courses. Well equipped laboratories.
Apply by letter as soon as possible to Headmaster giving names and addresses of two referees. (17913) 134830

Scale 1 Posts

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
DAGENHAM PRIORY COMPREHENSIVE SCHOOL
School Road, Dagenham, Essex RM9 6YA
(Roll 739)
Required for September, 1985, one Scale 1 Teacher of General Science. The offer of a second subject, e.g. Drama, would be an advantage. £1,038 per annum inner London Allowance. Reimbursement of removal expenses in approved cases.
Apply in writing immediately to the Headteacher, giving full curriculum vitae and the names and addresses of two referees, one of whom should be your present or immediate past employer.
An Equal Opportunity Employer. (17922) 134222

BEXLEY
LONDON BOROUGH
HEATHSIDE SCHOOL
The Oaks, Erith Road, Belvedere, Kent DA17 6HT
Tel: Erith (0322) 43371
Temporary Scale 1 teacher of Science (Biology) required for September 1985 to cover maternity leave.
Applications are invited for teachers of Biology for the above post teaching up to C.S.E. 'O' and 'A' level. Applicants should be able to teach Biology up to and including examination levels.
Application form and further details available from the Head Teacher. Please enclose a foolscap s.a.e. (17944) 134828

CROYDON
LONDON BOROUGH OF CROYDON

ADDINGTON HIGH (M)

Tenable: 1 September 1985

A full-time teacher of Chemistry required in this 11 - 16 mixed Comprehensive High School. The applicant should be able to take a subsidiary subject.

Application forms obtainable from and returnable to the Director of Education (TAS) Taberner House, Park Lane, Croydon CR9 1TP. Tel: 01-686 4433, Ext. 2674.

SALARY - Burnham Scale 1. With London Area Allowance.

This post is exempt from LMGSC procedures but applications from employees of the GLC or MCC's with relevant experience will be welcome. (17842) 134822

CROYDON
LONDON BOROUGH OF CROYDON

JOHN RUSKIN HIGH (M)
Upper Shirley Road, Croydon CR9 5AQ

Tel: 01-656 0994

Tenable: 1 September 1985

Graduate teacher of Physics (with Electronics) is required from 11 new mixed High School with 950 pupils on roll. The post will involve teaching to G.C.E. 'O' and 'A' level.

Applicants are requested to send a letter of application and Curriculum Vitae to the Headmaster at the School as soon as possible.

SALARY - Burnham Scale: 1. With London Area Allowance.

This post is exempt from LMGSC procedures but applications from employees of the GLC or MCC's with relevant experience will be welcome. (17843) 134828

CROYDON
LONDON BOROUGH OF CROYDON

INGRAM BOYS' HIGH

Tenable: September 1985

Required for September 1985 if possible, a teacher of Physics to teach the subject and contribute to the organisation of Science programme in the School. The School has recently been re-organised into an 11 - 16 School.

Application forms obtainable from and returnable to the Director of Education (TAS) Taberner House, Park Lane, Croydon CR9 1TP. Tel: 01-686 4433, Ext. 2674.

SALARY - Burnham Scale: 1. With London Area Allowance.

This post is exempt from LMGSC procedures but applications from employees of the GLC or MCC's with relevant experience will be welcome. (17843) 134828

CROYDON
LONDON BOROUGH OF CROYDON

STANLEY TECHNICAL BOYS' HIGH

Tenable: 1 September 1985

Temporary (Autumn Term 1985) part-time (up to .5) Science teacher required to join a thriving Science Department in this 14 - 18 Boys High School. Biologist preferred although programme can be suited to the candidates strengths.

Application forms obtainable from and returnable to the Director of Education, Education Department (TAS), Taberner House, Park Lane, Croydon CR9 1TP. Tel: 01-686 4433, Ext. 3674.

Salary - Burnham Scale: 1. With London Area Allowance.

This post is exempt from LMGSC procedures but applications from employees of the GLC or MCC's with relevant experience will be welcome. (17845) 134828

HARROW
EDUCATION COMMITTEE
BENTLEY WOOD HIGH SCHOOL
Bridges Road, Stanmore, Middlesex
Tel: 01-954 3623
Temporary Teachers required for Autumn Term only:
1. Biology to 'O' level
2. Mathematics to 'O' level
3. Humanities including Social and Integrated Studies.
Bentley Wood is a Comprehensive High School of 750 girls aged 12 - 16, with good facilities and a tradition of success.
Apply by letter enclosing curriculum vitae and details of two referees. The headteacher at the school on receipt of a stamped addressed foolscap envelope will be pleased to send the Amos site. The school is very well equipped and has excellent facilities.
London Allowance, £678.
Application forms (state SAE) and details obtainable from the Headteacher, Mrs. Amos School, Wilmer Way, Whitchurch Lane, London N14. Closing date 15th August 1985.
An equal opportunity employer. (08795) 135082

HARROW
EDUCATION COMMITTEE
CANONS HIGH SCHOOL
Shaldon Road, Edgware, Mdx. HA8 6AN
Tel: 01-952 8502
Temporary teacher of SCIENCE/BIOLOGY (Scale 1) is required for one year in the first instance from September at this mixed comprehensive school for ages 13 - 18. The ability to teach Science to the Lower School and Sociology to O Level is required, and a contribution to the programme of personal and social education.
Please apply by letter, together with c.v. and names and two referees, and a curriculum vitae to the Headteacher, Mrs M.G. Hall, by 16th August.
Harrow is an equal opportunity employer. (17854) 135022

HOUNSLOW
Re-advertisement
THE WEXLAND SCHOOL
Wellington Road South, Hounslow, Middx.
Tel: 01-570 4731
Head: J. Samuel, J.P., M.A., B.Sc., M.Ed.
Roll 1320 (including 6th Form of 610)
Required September, 1985 for this mixed comprehensive school which opened in 1985 and is situated on the edge of Mountview Heath.
A Teacher of Chemistry (Scale 1).
An enthusiastic graduate to teach Chemistry and some general Science. Nuffield Chemistry is taught to 'O' and 'A' level and is a popular subject within the school with above average numbers of girls following the courses. Also to assist in the 5-year study Chemistry and options followed thereafter, leading to large 'A' level groups. The department of ten teachers and four technicians has several well equipped laboratories and two seminar rooms.
All Science teaching is continually under review; the revised 11 - 16 level course has started this year and the department is committed to Integrated Science which follows a Mode 3 syllabus developed at the school. The computer is operated fully by a full time technician who also offers micro-computer facilities to pupils in the department. Computers are used by all levels and for all abilities.
Letters of application (no forms) at the Head of school within seven days giving details of qualifications and the names of two referees.
LONDON ALLOWANCE: £678.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER (08785) 134822

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD DIVISION
DARTFORD WEST SECONDARY SCHOOL FOR GIRLS
Heath Lane, Dartford
Group 9, Roll 600
Well established pleasant surroundings
Required for September 1985/January, 1986, Teacher for Physics. This is a popular subject in the school and courses for both G.C.E. and C.S.E. are already in existence.
Applications and C.V. to Divisional Education Office, Essex Road, Dartford, giving names and addresses of two referees. (17951) 134822

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

KING EDWARD VII COLLEGE
Warren Hills Road, Coalville, Leicester LE6 2GU

(14 - 18 Upper)

ROLL 1144

BIOLOGY SCALE 1

Required August for one term teacher of Biology for full age and ability range. Tel: Coalville 34928

Please contact the Headteacher for further details and application forms (SAE). (17934) 134822

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

JOHN CLEVELAND COLLEGE
Forest View, Butt Lane, Hinckley, Leicestershire

(14 - 18 Upper)

ROLL 1864

PHYSICAL SCIENCE SCALE 1

Required August for one year teacher of Physical Science to CSE and 'O' level.

Please contact the Head-teacher for further details and application forms (SAE). (17928) 134822

Social Studies

Scale 1 Posts

DUDLEY
METROPOLITAN BOROUGH
(Equal Opportunities Employer)

SIR GILBERT CLAUGHTON SCHOOL
Blowers Green Road, Dudley DY2 8UZ

(11 - 18 co-ed co-ed. comp. Group 10)

For September, one term or one year full time vacancy for a TEACHER of SOCIOLOGY with Economics also offer HISTORY/ECONOMICS (Scale 1).

For further details ring Dudley 53905 or 214045.

Letters of application with c.v. and naming two referees to Headteacher as soon as possible. (17888)

SECONDARY OTHER THAN BY SUBJECT
continued

Scale 1 Posts

BEXLEY
LONDON BOROUGH
WESTWOOD SCHOOL
The Green, Welling, Kent
DA16 2PE
Tel: 01-856 0161
11 - 16plus School of 1000plus pupils
Required for September 1985, temporary one term teacher, Scale 1 for Support Group.
Application forms and further details from the Headmaster, Westwood School, Hill View Drive, Welling, Kent DA16 3RS. (17945) 135622

BROMLEY
LONDON BOROUGH OF BROMLEY

ROCK HILLS SCHOOL FOR GIRLS
Anerley Road, William Booth Road, Anerley, London SE20 8BW

Group D All Ability 11 - 17 plus

Required for September 1985 or January 1986, teacher of English and Drama, Scale 1. Social Priority School Allowance payable.

English is taught in mixed ability groups from years 1 - 5. Drama has concentrated on non-examination improvisation work. It is well established in the school. Ability to teach Dance an advantage. This post offers opportunities for an enthusiastic person to contribute to the general life of the school.

Application forms available from the Headmaster at the school (s.a.e. please), to whom completed forms should be returned by 14th August 1985. (17933) 135622

CHESHIRE
EDUCATION COMMITTEE

1. PE (BOYS)

2. FRENCH (WITH GERMAN)

Scale 1 Posts

ST JOSEPH'S R.C. HIGH
Highfield Road, Widnes

This is an 11 - 18 Catholic mixed Comprehensive with 900 on roll

1. Required for September 1985 - Well qualified.

2. Required for January 1986 - Graduate to share up to 'A' level ability with German essential.

Application forms available from the Headmaster. (17857) 135622

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
REQUIRED URGENTLY from September 1985 part-time Teachers to provide general cover for staff attending courses.

The teaching could involve one or more specific days each week.

Scale 1 plus London Allowance pro rata.

For an application form or further details, please contact the Director of Education and Recreation, Guildhall, Kingston upon Thames, Surrey. Tel: (01) 546 2121, Ext. 2416. (17793) 135622

OLDHAM
METROPOLITAN BOROUGH

MATHS, DESIGN & TECHNOLOGY/ART TEACHER - SCALE 1

BREEZE HILL SCHOOL
Roxbury Avenue, Oldham

Required for September 1985. A permanent post may be available for a suitable candidate.

Please apply by letter directly to the head at the school with full cv and names and addresses of 2 referees as soon as possible. (17810) 135622

SANDWELL
METROPOLITAN BOROUGH COUNCIL

SMETHWICK HALL BOYS HIGH SCHOOL
(11 - 16 Comprehensive)

Required for September 1985

GENERAL SUBJECTS SCALE 1

To teach in Lower School. Ability to offer music an advantage. Temporary one term post.

Letters of application stating full curriculum vitae and the names and addresses of two referees should be forwarded immediately to Director of Education, P.O. Box 41, Highfields, West Bromwich, Sandwell, West Midlands B70 8RG.

An equal opportunity employer. Canvassing of members of the authority will disqualify. (17921) 135622

ROCHDALE
METROPOLITAN BOROUGH OF ROCHDALE

EDUCATION DEPARTMENT

An Equal Opportunity Employer

REDBROOK MIDDLE
Bridgefield Road, Rochdale

Tel: Rochdale 49666

Required for September ENGLISH SCALE 1.

The school would welcome applications from teachers who are enthusiastic about teaching and the sharing of duties.

KINGSWAY MIDDLE
Turf Hill Road, Rochdale

Tel: Rochdale 40931

SCALE 1 TEMPORARY FOR 1 YEAR SCIENCE/MATHS

BROADFIELD UPPER
Nelson Street, Rochdale

Tel: Rochdale 47184

PART-TIME MUSIC
SCALE 1 to teach small group of CSE/GCE 'O' level examinations (five sessions per week).

OULDER HILL UPPER
Hudsons Walk, Rochdale

Tel: Rochdale 55222

(13 - 18)

1 SCIENCE SCALE 1 temporary for 1 term.

2 SCALE 1 MATHS. 'A' level work available for suitable candidate.

3 SCALE 1
ECONOMICS/HISTORY. Ability to offer either Sociology or Politics advantage.

MOORCLOSE HIGH
Kenyon Lane, Middleton, Manchester

Tel: 061-643 5116

(13 - 18)

SCALE 1 TEMPORARY DOMESTIC SCIENCE with effect from 9 September 1985 (possibility of permanent appointment to suitable candidate) to take mainly 4th and 5th year examination classes and to assist in the school sixth form CPVE course concerned with community care.

Applications by letter to the Headteacher at the school stating details of age, education and experience together with the name and address of two referees as soon as possible. (17838) 135622

Sixth Form and Tertiary Colleges

Scale 1 Posts

HARROW
EDUCATION COMMITTEE
LOWLANDS SIXTH FORM COLLEGE
Lowlands Road, Harrow, Middlesex
Tel: 01-422 9288

Required for the first half of the Autumn Term, a full time English Graduate (to cover maternity leave). An ability to teach English to Bursarian Level will be looked for.

Application forms from and to be returned to the Principal by 16th August 1985. Please enclose stamped addressed envelope.

Harrow is an Equal Opportunity Employer. (17833) 140022

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

RICHMOND UPON THAMES COLLEGE (TERTIARY)

Required for September 1985 - Lecturer II in Plant Production Engineering. Lecturer I in Construction Crafts. Lecturer in Marketing and Managing 'A' level courses for Girls and Women. From October 1985, Lecturer I in Economics.

For details please refer to F.E. Section. (05729) 140022

Special Education

Scale 2 Posts and above

DEVON
DAWLISH COLLEGE
Kenton
SCALE 2(5) SUBJECT TO EXPERIENCE
C.D.T./ART/WOODWORK
Secondary Special School. (Social/emotional maladj.)
Required for September C.D.T. trained teacher. Applications also considered from those able to offer Art/Woodwork; Art/secondary subject; or Woodwork/secondary subject. Previous experience in special education an advantage, however some knowledge of the problems involved with this classification of pupil is essential.
Salary Burnham Scale plus special schools allowance.
Additional Duties Allowance if elected 15 hrs. max.
Letter of application with C.V., plus two references to Headmaster, Dawlish College, Kenton, Exeter, Devon. Telephone 881228. (17770) 160020

Scale 1 Posts

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

BURNHAM GRAMMAR SCHOOL
Burnham, Slough, Bucks.
Headteacher: N. Ward, B.Sc.
Roll: 1700 pupils
Scale: 1 (Plus Special Schools Allowance)
Required September 1985, or January 1986, TEACHER OF GENERAL SUBJECTS for class of 13 - 14 year old pupils who have learning and other difficulties. An ability to also offer practical subjects will be an advantage.
Assistance with removal expenses is given in approved cases.
Application form (S.S.S.) from Education Officer, Aylesbury Vale Area Education Office, Exchange Street, Aylesbury, Bucks. HP20 1UB, to be returned direct to the Headteacher at the school. (17805) 160022

COVENTRY
CITY OF COVENTRY

ASSISTANT TEACHER

Required September 1985

SIDNEY STRINGER SCHOOL & COMMUNITY COLLEGE
Cox Street, CV1 5NL

Tel: 0203 51756

(Social Priority School 1331 on roll)

ESL SCALE 1, temporary 1 year appointment. Experience of first and second stage ESL teaching essential. Ability to offer in-class support-work desirable.

Apply by letter together with full curriculum vitae and names and addresses of two educational referees one of whom should be presently a Head Teacher or the Head Teacher of the school within 10 days of appearance of advertisement. Enclose SAE if acknowledgement required. Canvassing disqualifies.

An Equal Opportunity Employer. (17786) 160022

EALING
LONDON BOROUGH
EDUCATION SERVICE
TEMPORARY CONTRACTS FOR SPECIAL EDUCATIONAL NEEDS
Required in September, Temporary teachers to fill vacancies at a Senior Tutorial Centre, an assessment centre and a first school diagnostic unit. Scale 2 salary may be available for suitable candidates plus £1,038 London Allowance.
Supply work in special schools also available. Scale 2 plus £1,038 London Allowance plus Special Schools Allowance.
Application forms (SAE) from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, W5 5SU, to be returned by 20th August 1985. (17868) 160022

EALING
LONDON BOROUGH
Education Service
BELVUE SCHOOL
Rowdell Road, Northolt UB5 6AG
Required immediately for the Autumn Term, a temporary teacher for this Greenfield Senior School for children with moderate learning difficulties.
Salary: Scale 1 plus Special Schools Allowance plus £1,038 London Allowance.
Application forms available from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, London W5 5SU (SAE) to be returned by Tuesday 20 August. (17942) 160022

EAST SUSSEX
Immediate vacancy for teacher in independent children's home offering education on the premises for up to 8 disturbed children, aged 11 - 16. Applicants should be prepared to teach remedial subjects and offer some other skills, craft and/or subject to CSE level.
Apply with curriculum vitae to Downshead, Southdown Road, Seaford, East Sussex. For informal chat ring (0323) 895314. (08810) 160022

ESSEX
ROYAL EASTERN COUNTIES SCHOOLS
THE GREENWOOD SCHOOL
Required as soon as possible, a qualified Junior/Primary teacher.
This SE School is a residential establishment (girls 7 - 17) who display behavioural and academic problems due to social and emotional disorders.
15 hours extraneous duties. Burnham salary and A.P.A.
S.A.E. to Miss V. Garbett, Acting Head, Greenwood School, Mill Chase, Halstead, Essex CO9 2DG. Tel: (0787) 473002. (08738) 160022

HAMPSHIRE
DRAYTON MANOR SCHOOL
A special school invites applicants who are qualified and experienced teachers interested in Steiner Education and prepared to share the responsibility of running a small school on this line. Living is essential.
Please write to: The Principal, Drayton Manor School, Sherfield on Loddon, Nr. Basingstoke, Hants. RG27 0JD. (11881) 160022

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
THANET DIVISION
STONE BAY RESIDENTIAL SPECIAL SCHOOL
Stone Road, Broadstairs, Kent
Required from September 1985, assistant teacher experienced to teach severely subnormal pupils. Applicants should state particular skills and interests offered (plus 15 hours per week extraneous duties).
Scale 1 plus SSA.
Applications with the names and addresses of two referees to the Head of Stone Bay School. (17955) 160022

LONDON NW8
Required for September, 1985: Experienced teacher with diploma in Special Education needed as member of multidisciplinary team for supportive service. Must have knowledge of assessment and teaching techniques in perceptual motor, psycholinguistic and academic areas. Should be able to devise individualised education programmes, and to monitor the progress of pupils.
Letters of application to: Janet Flood, 5 Grove End House, Grove End Road, London NW8 9NH, giving full C.V. and names of two referees enclosing S.A.E. (17803) 160022

OLDHAM
METROPOLITAN BOROUGH

GREENBANK SCHOOL
Firbank Road, Royton, Oldham

ENTHUSIASTIC TEACHER SCALE 1(8)

Required for September 1985 to provide for pupils with social, emotional and behavioural difficulties. Please state the main subjects/activities offered.

Please apply by letter directly to the head at the school giving details and names and addresses of 2 referees as soon as possible. (17813) 160022

SHROPSHIRE
NASH COURT RESIDENTIAL SECONDARY SCHOOL
Ludlow
45 boys, emotional and behavioural problems
Scale 1 Group Teacher with Woodwork
The above post is available from September 1985, or as soon after as is possible. Responsible for Basic subjects for a group of seven pupils, plus woodwork for the groups. The school caters for low to average ability. Accommodation available for single person.
Apply in writing to the Headteacher, Nash Court School, Ludlow, Shropshire. (08797) 160022

Independent Schools

By Subject Classification

Art and Design

Other Assistants

DORSET
PORTA VIA HOUSE SCHOOL
4 St. Stephen's Road,
Bournemouth, Dorset BH2 6JJ
Required this September, 1985, Sole Art/Craft teacher if possible with Music/P.E. Single accommodation available. Congenial atmosphere. Small classes.
Write with C.V. to: The Principal. (17821) 161284

LONDON
CITY OF LONDON SCHOOL
HMC, 800 day boys 11 - 18
Required for September 1985 a part-time teacher of ART on a two-fifths timetable (either two days per week or a succession of half-days). The appointment will be for one year, though extension may be possible. The School has its own salary scale, above Burnham.
Applications from employees of GLC or MCC's with relevant experience will be welcome.
Applications, with curriculum vitae, and the names, addresses, and telephone numbers of two referees, should be made to the Headmaster, City of London School, Victoria Embankment, London, EC4Y 0DL, by 14th August. (17466) 161284

Classics

Other Assistants

REQUIRED SEPTEMBER part-time graduate Latin up to O Level. Indep. Schl. South Bucks. Apply Principal, Box TES 00415, Priory House, St John's Lane, EC1M 4BX. (08795) 183624

English

Other Assistants

LANCASHIRE
Co-educational day/boarding school of 600 requires in September Teacher of English to 'O' level standard.
Apply in writing with CV particulars to Principal, Moorland School, Clitheroe, Lancashire. (17797) 182424

History

Other Assistants

BRISTOL
CLIFTON HIGH SCHOOL FOR GIRLS
Bristol BS8 3JD
Required September 1985:- A well qualified History graduate to teach (if possible) subject to Advanced Level and University Entrance Standard in well established and thriving department. Burnham Scale.
Apply with full curriculum vitae and names and addresses of two referees to the Headmistress as soon as possible. (17418) 182824

NORFOLK
Wanted for September 1985. Teacher to teach 20th Century History to O-level and CSE and general history to Lower School. Some musical ability an advantage. Residential position available. St. George's School, Wickiewood, Wymondham, Norfolk is a girls' boarding school (100 on roll).
Apply in writing to the Headmaster including telephone number. (17815) 182824

Mathematics

Other Assistants

BERKSHIRE
Applications are invited for an appointment as teacher of Mathematics with effect from September 1985 at a co-educational independent school. The post may be temporary or permanent depending upon the outcome of a maternity leave situation and salary will be paid according to Burnham Scale I. It is possible that board and lodging could be provided at the school for someone coming to the area on a temporary basis.
Applications which should include curriculum vitae and the names and addresses of two referees should be made in writing to the Headmaster, Licensed Victuallers' School, Brunel Way, Slough, Berkshires. (17918) 183424

CHELTENHAM
WESTFRIARS SCHOOL
Claston Kings, Cheltenham GL52 6NT
Independent Day School (360 boys)
An Assistant Teacher of MATHEMATICS is required for September 1985, to teach the subject in the Senior School up to O Level. Some Sixth Form teaching is available for a suitably qualified candidate. Burnham Salary Scale I or higher for an experienced teacher.
Application with a curriculum vitae and the names of two referees to be sent to the Applications Secretary. (17444) 183424

Modern Languages

Other Assistants

HAMPSHIRE
BEDALES SCHOOL
Petersfield, Hampshire GU32 2DG
Independent Co-education Boarding (13 - 18)
MODERN LANGUAGE GRADUATE
Required for September 1985 to teach French to university entrance standard, with some Spanish.
Applications in writing, please for forms to the Headmaster giving full curriculum vitae and the names and addresses of three referees. (17893) 185694

NORFOLK
Wanted for September 1985. Teacher to teach German to O-level and initiate French with eleven year olds. Residential position available. St George's School, Wickiewood, Wymondham, Norfolk is a girls' boarding school (100 on roll).
Apply in writing to the Headmaster including telephone number. (17820) 183624

NORTH YORKSHIRE
ST. HILDA'S (C. of E.) SCHOOL
Whitby
Required for September, Part-time teacher of French up to A Level (London Board). About 10 hours work a week. This could be combined with the post of residential House Mistress.
Apply Headmistress, St. Hilda's School, Sneaton Castle, Whitby, YO21 3QN. Tel: (0947) 602079. (17981) 183624

NORWICH
NORWICH HIGH SCHOOL FOR GIRLS
95 Newmarket Road, Norwich NR2 2HU
Required from September 1985 for one term a temporary graduate teacher of French to share the teaching of my subject throughout the school from 10 year olds to university entrants. Salary will be Burnham Scale according to qualifications and experience, with government superannuation. There is a possibility that this could become a full time appointment from January 1986.
Applications by letter please (no formal vacancy) to Headmistress enclosing c.v., s.a.e. and the names, addresses and telephone numbers of two referees as soon as possible. (17662) 183624

Pastoral

Other Assistants

MALVERN AND WORCESTER
Housan Tutor required for male section of small residential tutorial college between Malvern and Worcester. Ability to organise recreational activities with minimum equipment an advantage. Full board and residence during term time in return for supervisory duties (shared with other tutors). Teaching assistance may be by arrangement.
Apply to: The Master, St Cloud, Old Hills, Callow End, Worcester WR2 4TG. Tel: (0905) 830418. (17917) 184084

Science

Other Assistants

NORFOLK
Wanted for September 1985. Teacher for Biology and Physical Science throughout the school to CSE and O-level. The position may be residential. St. Georges School, Wickiewood, Wymondham, Norfolk is a girls boarding school (100 on roll).
Apply in writing to the Headmaster including telephone number. (08496) 184624

REQUIRED SEPTEMBER part-time graduate Chemistry A Level. Indep. Schl. Apply Principal, Box TES 00415, Priory House, St John's Lane, EC1M 4BX. (08794) 184884

Other than by Subject Classification

Other Assistants

AVON COUNTY

EXPERIENCED Beauty Therapy Tutor required. Pay commensurate with experience.

Please contact The Secretary, West of England College, 13/16 Broad Street, Bath, Avon Tel: (0225) 60587. (17799) 185684

KENT

A vacancy exists from September for a full-time teacher to take top infants at a small independent school in Gravesend, Kent. Salary not Burnham scale but classes are small and the atmosphere homely.

Please write with c.v. and names of two referees to Mrs J. Gibson, High Parterre, Bronte School, 3 Parrock Road, Gravesend, Kent DA12 1PY.

Also required for September PART-TIME JUNIOR TEACHER preferably with some PE. Apply as above. (17814) 185684

INDEPENDENT EDUCATION
continued

LONDON
Full time teacher required for both Infants Department and Junior Department of an independent School.
Please send c.v., and names and addresses of two referees to the TES, Box No. 00430, Priory House, St John's Lane, EC1M 4BX.

Preparatory Schools

By Subject Classification

Classics

Other Assistants

BUCKINGHAMSHIRE
THORPE HOUSE
PREPARATORY SCHOOL
(I.A.P.S. Day Boy's)
Required for September, a qualified and enthusiastic teacher of LATIN to Common Entrance and P.S.E. level.
Please apply enclosing C.V. and names and addresses of two referees to the Headmaster, Thorpe House Preparatory School, Teal Way, Gerrards Cross, Bucks. SL9 8PZ. (08748) 201624

English

Other Assistants

WORCESTERSHIRE
HILLSTONE SCHOOL
Malvern WR14 2HT
(I.A.P.S. Boarding and Day)
Required for January 1986, enthusiastic and well-qualified teacher of ENGLISH to C.E. and Scholarship level. Must be willing to run Library and Bookshop, produce Plays and Debates. Ability to coach some Games and/or coach major games would be an advantage. Qualified Games Coach (or graduate with 1st XI standard) a distinct advantage. Accommodation available for single person by arrangement.
Apply to Headmaster, Mrs. Penny Williams, MSc PhD CBiol FIBiol FRES.
The names of two referees. (1184) 202424

TOTTENHAM COLLEGE OF TECHNOLOGY

High Road, London N15 4RU.
Telephone: 01 802 3111
Principal: J.R. Penry Williams, MSc PhD CBiol FIBiol FRES

The following full-time posts are available from 1st September 1985 or as soon as possible thereafter.

1. **DEPARTMENT OF BUILDING**
Lecturer Grade I in Brickwork
Applications are invited from suitably qualified persons to teach theory, associated subjects and practical activities to CGLI 586 Craft and Advanced Craft Certificate level. The role will involve an enthusiastic approach and commitment to teaching young people.

DEPARTMENT OF ENGINEERING

2. **Lecturer Grade II to teach Electronics and Micro Electronics**
3. **Lecturer Grade I to teach Electronics and Microelectronics**
4. **DEPARTMENT OF HEALTH, HAIRDRESSING AND FLORISTRY**
Lecturer Grade I in Applied Science/Biology

Salary: LECTURER GRADE II: £8,586 – £13,137 per annum inclusive of London Weighting
LECTURER GRADE I: Within the range £6,948 – £11,550 per annum inclusive of London Weighting. (Starting salary above the minimum may be paid according to qualifications and experience.)
100% of approved removal expenses may be paid to the successful candidates.
Application forms and further details of the above posts from the Vice Principal (JHB) returnable within 14 days of the advertisement. Stamped addressed envelope please. (0054)

Haringey
Progress with humanity

Haringey is an equal opportunity employer We welcome your application which will be considered on merit, irrespective of race, marital status, sex or any disability you may have

Mathematics

Other Assistants

KENT

HOLMEWOOD HOUSE SCHOOL
Langton Green, Tunbridge Wells, Kent TN3 0EB

Tel: Langton 2058

IAPS Boarding and Day School

Required in September or January a qualified person to teach Maths up to C.E. level. Ability to coach games or help with hobbies essential.

Apply to Headmaster with names, addresses and telephone numbers of 2 referees. (17775) 203424

Other than by Subject Classification

Other Assistants

KENT

September 1985: general subject teacher of boys aged 8/9 years. Experience in preparing for 11 plus Entrance Exams preferred. Day school, boys 4½ to 11. Salary up to £7,500 for suitable applicant.

C.V. and details of two referees to the Headmaster, Greenhayes School, Cockshot Hill, West Wickham BR4 9BA. (08498) 203624

LONDON SW2
SOMERVILLE SCHOOL
19 Wavertree Road,
Streatham Hill, London SW2
A qualified teacher is required for September 1985 to take General Subjects with a class of boys and girls 6 - 7 years. Salary Negotiable.
Please apply in writing or Tel: 674 3568 for interview. (17852) 201624

Colleges of Further Education

Other Appointments

BARKING AND DAGENHAM
BARKING COLLEGE OF TECHNOLOGY
DEPARTMENT OF SCIENCE AND MATHEMATICS
Required as soon as possible:
LECTURER I ELECTRONICS AND/OR COMPUTING to assist in the teaching and organisation of one or more of the following areas: Electronics, Microprocessing, Computer Science, Television and Radio Servicing. Applications are invited from graduates in Electronics, Computer Science or closely related disciplines.
LECTURER I IN CARING SKILLS to assist in the teaching and organisation of one or more of the following areas: First Aid, Home Nursing, Child Care. Applications are invited from State Registered Nurses with post-qualification experience of nursing or nurse education.
Salary Scale: £6,948 – £11,550 per annum (inclusive of London Weighting) Under Review.
Application forms and further particulars available from:- The Administrative Officer, Barking College of Technology, Dagenham Road, Romford, Essex RM7 0XU. (Please enclose foolscap SAE).
Completed forms to be returned within 14 days of the appearance of this notice. (17934) 380026

MIDDLESEX
BUCKINGHAM COLLEGE
LOWER SCHOOL
The Ridgeway, Kenton, Middx. HA3 6LL
100 day boy type aged 5 - 13 yrs.
Required for September: a teacher or (peners) subjects to work mainly with the Upper forms. The ability to teach some Maths would be an advantage. Help with boys games essential. An ideal appointment for an enthusiastic teacher. Accommodation may be available.
Applications to the Headmaster, Mr. N. Wilkins, in writing with addresses, telephone numbers of two referees. (17268) 205624

AVON COUNTY
FILTON TECHNICAL COLLEGE
Department of Mathematics, Science and Engineering
Lecturer in Science and Mathematics to teach across the range of subjects mainly to 'O' level required for September 1985.
Further details (please quote post reference number MS85E/A) and application forms (returnable by Friday 16th August) from The Principal, Filton Technical College, Filton Avenue, Bristol BS12 7AT. Please enclose s.a.e. (17280) 220026

BIRMINGHAM
CITY COUNCIL

An equal opportunities employer

EDUCATION DEPARTMENT

BOURNVILLE COLLEGE OF FURTHER EDUCATION
Bristol Road South, Birmingham B31 2AJ

LECTURER I IN COMPUTER STUDIES

Salary - £5,910 - £10,512

A suitably qualified person is required to join an expanding and enthusiastic computing team.

LECTURER 1 IN MATHEMATICS/NUMERACY

Salary - £5,910 - £10,512

To teach on CPVE, YTS, CSE, 'O' Level and similar courses. To fill a one year fixed term contract from 1.9.1985 - 31.8.1986.

LECTURER I IN PHYSICS

Salary - £5,910 - £10,512

To teach GCE 'O'/'A' level on courses for home and overseas students. This is a temporary fixed term contract to 31st August 1986. This post is a re-advertisement and previous applicants will be reconsidered.

Posts vacant from 1st September, 1985.

Further details and application forms are available from the Principal's Secretary. Tel: 021-476 8211. (17778) 230035

HULL COLLEGE OF FURTHER EDUCATION
FACULTY OF TECHNOLOGY
Applications are invited from experienced and suitably qualified persons for the following posts all of which are tenable from 1 September 1985.

Salary Scale: Lecturer 2 £7,643–£12,099 per annum
Lecturer 1 £5,910–£10,572 per annum
Starting salary depends upon age, qualifications and experience.

DEPARTMENT OF BUILDING AND CIVIL ENGINEERING

LECTURER 1
in Timber Trades (Two posts)
To teach subjects relating to Carpentry and Joinery and/or Machine Woodworking up to and including CGLI Advanced Craft level.

DEPARTMENT OF BUILDING, ELECTRICAL AND MECHANICAL SERVICES

LECTURER 1
in Electrical Engineering Services
To teach CGLI Electrical Craft Courses with particular emphasis on electrical installation workshop practice for CITB/JIB courses. A thorough working knowledge of the current edition of the IEE Wiring Regulations is required.

DEPARTMENT OF ENGINEERING

LECTURER 2
in Electronics and Microelectronics
To teach electronics and microelectronics as applied to Engineering on CGLI Craft/Advanced Craft and BTEC National Certificate and Diploma courses.
An ability to offer aspects of Computer Aided Design (CAD), Computer Aided Manufacture (CAM), robot technology or electronic servicing would be an advantage.

LECTURER 1
in Electronic Servicing
To teach subjects relating to the CGLI 224 Course in electronic servicing up to Advanced Craft level.
Good practical radio and TV servicing experience is essential and experience in servicing VDRs or microprocessor equipment would be an advantage.
Applicants for either post should have relevant industrial experience and appropriate academic qualification. Possession of a teaching qualification is desirable but not essential.
Posts number 1, 2, and 5 are tenable initially on a temporary basis from one year from 1 September 1985 but permanent employment may be available at the end of the appointment.
Application forms and further particulars can be obtained from the Administrative Officer (Personnel), Hull College of Further Education, Queen's Gardens, HULL HU1 3DG, Telephone (0482) 29943 extension 236.

Closing date is 9th August 1985. (0056)

All applicants are considered on the basis of their suitability for the job irrespective of disablement, race, creed, sex or marital status. Disabled candidates whose applications have the written support of their D.A.O. within are guaranteed an interview.

Education Department
Medway College of Design
Lecturer II in Spatial Design
(Burnham Scale £7,548–£12,099)
Applications are invited for the above post from suitably qualified candidates with previous experience in the fields of Interior and Exhibition Design.
Further details and application forms are available on request from the Principal, Medway College of Design, Fort Pitt, Rochester, Kent ME1 1DZ. (0054)

KENT COUNTY COUNCIL

City of WAKEFIELD
METROPOLITAN DISTRICT COUNCIL
WAKEFIELD DISTRICT COLLEGE
Sector of Catering and Food Technology
Lecturer I in Hotel Administration and Food & Beverage Control Procedures
(One year Fixed-term Contract) £5,910–£10,512.
Lecturer I in Hotel Administration Studies to teach Hotel Administration up to the standard of BTEC Diploma in Hotel and Catering Operations. Applicants must have had some sound industrial experience and be in possession of one or more of the following qualifications:
BTEC Higher National Diploma
BTEC Ordinary National Diploma
Membership of the Hotel Catering and Institutional Management Association.
Other equivalent professional qualifications will be considered.
Application forms and further details are available on receipt of a s.a.e. from the Chief Education Officer, 8 Bond Street, Wakefield, to be returned by 16th August 1985. (0089)

GWENT County Council

Applications are invited for the following appointments with effect from the 1st September, 1985, or as soon as possible thereafter.

CROSSKEYS COLLEGE

(a) **LECTURER I IN MEDICAL STUDIES.** A qualified nurse/tutor with teaching experience on SRN Courses will be required to develop the medical aspects of medical secretaries and receptionist courses, and to oversee the teaching relating to medical and hospital administration in the college. The department is the approved A.M.S.P.A.R. Centre for Gwent.

(b) **LECTURER I IN ELECTRICAL ENGINEERING.** Qualified person, preferably with practical experience, to teach Electrical Engineering subjects. The successful applicant will be expected to form part of a team teaching BTEC A2 and A3 certificate and Diploma Programmes and City & Guilds Craft Courses. In addition, someone with the ability and interest to teach electrical installation work would be an advantage.

EBBW VALE COLLEGE OF FURTHER EDUCATION

LECTURER GRADE I IN ACCOUNTING. To teach Accounting and related Business Studies subjects on a range of courses. An interest in Data Processing/the application of new technology to accounting would be particularly desirable. Applicants should preferably be graduates or equivalent with teacher training. Industrial or commercial experience would be an advantage.

USK COLLEGE OF AGRICULTURE

LECTURER 1A IN AGRICULTURE to teach Agricultural subjects and Machinery to a wide range of courses. The possession of a teaching qualification will be an advantage.

Salary Scale Lecturer I: £5,910 – £10,512.

Application forms and further information available from the Director of Education, Staffing Section, County Hall, Cwmbran, Gwent, NP44 2XG, on receipt of stamped addressed envelope, should be returned to the Principal by the 16th August, 1985. (9047)

GWENT County Council

HUMBERSIDE COUNTY COUNCIL

COLLEGES OF FURTHER EDUCATION
continued

COVENTRY

HENLEY COLLEGE
LECTURER I IN ENGLISH AS A FOREIGN LANGUAGE
Due to expansion in intensive English teaching for Malaysian pre-Higher education students. We require an honours graduate with a relevant postgraduate qualification, preferably an M.A. in Applied Linguistics, with experience of teaching abroad. Duties will also be some teaching at undergraduate level for the University of Warwick.
Salary in the range £5,910 - £10,512 (under review).
For details and application form, send SAE to: The Principal, Henley College, Bell Green, Coventry CV2 1ED. Tel: (0203) 611021 (24 hour answerphone).
Closing date: Monday 19 August 1985.
An Equal Opportunity Employer. (17269) 220026

CUMBRIA

CUMBRIA COUNCIL
WEST CUMBRIA COLLEGE
Vacancy for September 1985:
LECTURER I IN ACCOUNTING IN BUSINESS - to teach to BTEC National and A level courses in Computer Studies.
Salary Scale: £5,910 to £10,512, starting point dependent on age and relevant experience. (review pending).
Further particulars and application form from Principal's Office at the College, Park Lane, Workington CA14 2RW. Closing date for applications 16th August, 1985. (17907) 220026

DUDLEY

METROPOLITAN COUNCIL
(Equal Opportunity Employer)
HALESOWEN (TERTIARY) COLLEGE
LECTURER I
For September in following subjects:-
(a) Buying and Food Preparation.
(b) Food Preparation (temporary for one year)
Applications by letter with separate CV to David Terry, Principal, Halesowen College, Whitt[illegible] Lane, Halesowen, West Midlands B63 3NA, by 16th August. (17271) 220036

ESSEX

BASILDON COLLEGE OF FURTHER EDUCATION
Nethermayne, Basildon
Tel: 3689911
Required for September 1985 or January 1986.
DEPARTMENT OF ENGINEERING
LECTURER II in ELECTRONICS to teach up to Higher Certificate level in at least two of: Microelectronics, Digital Electronics, Radio Communications or Electronics.
Candidates should be graduates or chartered engineers with industrial experience. Teaching experience essential. Rented accommodation may be available from the Basildon Development corporation.
Salary Scale: (under review): £7,548 - £15,069 plus Outer fringe £258.
Application form, to be returned by 16th August, and further details from the Principal. (17826) 220026

HEREFORD & WORCESTER

COUNTY COUNCIL
KIDDERMINSTER COLLEGE
DEPARTMENT OF COMMUNITY STUDIES
DANCE & DRAMA
APPOINTMENT OF ASSOCIATE LECTURER I
(Approximately Half Full-Time)
Applications are invited for the above position. Candidates should have experience and be well qualified in Contemporary Dance and should be able to contribute to the Drama work of the College.
SALARY SCALE: The appropriate proportion of the following full-time scale: £5,910 - £10,512.
Further details and form of application from: The Principal, Kidderminster College, Hoo Road, Kidderminster, Worcs. DY10 1LX. Tel: Kidderminster 8631.
Completed application forms should be returned to the Principal by Monday 12 August 1985. (17758) 220026

HERTFORDSHIRE

WATFORD COLLEGE
Hempstead Road, Watford
DEPARTMENT OF ART & GRAPHIC DESIGN
Applications are invited for the following LECTURER GRADE I (HALF-TIME APPOINTMENT) to HISTORY OF ART. The post is based at the School of Art, Rose Street, Watford, and will chiefly be concerned with Foundation and BTEC courses in Art and Design.
Salary in accordance with Ref of Burnham F.E. Scale for Lecturer Grade I: £5,910 - £10,512 p.a. plus £258 p.a. Fringe Allowance.
Further details and application forms available from the Chief Administrative Officer, Watford College, Hempstead Road, Watford, Herts, WD1 3EZ. (Tel: Watford 41211 Ext. 561). (17273) 220026

HERTFORDSHIRE

WATFORD COLLEGE
Hempstead Road, Watford
DEPARTMENT OF BEHAVIOURAL SCIENCE
LECTURER GRADE I in ELECTRONICS and CONTROL ENGINEERING
Required to commence as soon as possible.
Candidates should be qualified in Electronics, Electrical and Control Engineering subjects and in BTEC Technician Certificates and City & Guilds Craft courses. The application of microcommuter techniques is essential in all the work. New computer-aided facilities are available for CAD, CNC and Robotics.
LECTURER GRADE II in MICROELECTRONICS required from 1st September 1985 to teach on BTEC Certificate and Higher Certificate courses.
The principal teaching areas are: Digital Electronics, Logic Systems, Microcomputing, Telecommunications.
This is a one-year full-time appointment for which applications are invited from teachers and from engineers in industry. The successful applicant will be encouraged and given help to develop his own engineering interests in areas where new computerised equipment is available, such as CAD, CNC and Robotics.
Salary in accordance with Burnham F.E. Scales, plus £258 p.a. Fringe Allowance:
Lecturer Grade I: £5,910 - £10,512 p.a.
Lecturer Grade II: £7,548 - £15,069 p.a.
Further details and application forms available from the Chief Administrative Officer, Watford College, Hempstead Road, Watford, Herts, WD1 3EZ. (Tel: Watford 41211, ext 561). (17274) 220026

LANCASHIRE

COUNTY COUNCIL
AN EQUAL OPPORTUNITIES EMPLOYER
BLACKBURN COLLEGE
Feilden Street, Blackburn BB2 1LH
SCHOOL OF CONTINUING EDUCATION
September 1985 or as soon as possible thereafter.
LECTURER I EDUCATION FOR SPECIAL NEEDS.
Salary: Lecturer Grade I - £5,910 - £10,512.
To contribute to the work of a section which includes full time Further Education courses, a Mode B Youth Training Scheme and link courses with local Special Schools.
Applicants should be suitably qualified, experienced and committed to the education of students with special needs.
Application forms and further details available from the Vice-Principal (Resources) at the College on receipt of a stamped addressed envelope.
Closing date: 19th August, 1985. (17771) 220026

LEICESTERSHIRE

COUNTY COUNCIL
An Equal Opportunity Employer
LOUGHBOROUGH TECHNICAL COLLEGE
Radmoor, Loughborough, Leics. LE11 3BT
DEPARTMENT OF ELECTRICAL ENGINEERING AND COMPUTING
LECTURER IN ELECTRONICS (Temporary)
Required from 1st September 1985 for a period of one year to teach on BTEC and other courses.
Applicants should be suitably qualified, preferably teacher-trained and have recent experience in the application of electronics and microprocessors.
Salary according to Burnham FE scales: £5,910 to £10,512 with placing on the scale according to qualifications and experience.
Application forms and further particulars are obtainable from the Principal, Loughborough Technical College, to whom completed forms should be returned. (17256) 220026

LEICESTERSHIRE

COUNTY COUNCIL
An Equal Opportunity Employer
CHARLES KEENE COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF BUSINESS STUDIES
TEMPORARY LECTURER I IN MODERN OFFICE SKILLS
Required from 1st September 1985 - 31st March 1985 a Lecturer Grade I to teach Modern Office Skills. Candidates should have the ability to teach a wide range of subjects, including Word Processing, Typing and Computer Business Applications. Recent industrial/commercial experience in modern office environment would be an advantage.
Application forms and further details are obtainable on receipt of a SAE from the Principal, Charles Keene College of Further Education, Painter Street, Leicester LE1 3WA, to whom completed forms and letters of application should be returned within 10 days of the appearance of this advertisement. (17557) 220026

LEICESTERSHIRE

COUNTY COUNCIL
An Equal Opportunity Employer
SOUTH FIELDS COLLEGE OF FURTHER EDUCATION
Aylestone Road, Leicester LE2 7LW
SCHOOL OF PRINTING
LECTURER GRADE II in General Communication Studies
Lecturer II required as soon as possible or thereafter to further expand the College General and Communication Studies Section of the School of Printing.
Applicants should preferably have knowledge of the printing and related industries and have taught on both CGLI and BTEC courses. Experience in the use of video equipment is desirable.
Application forms and further details may be obtained from the Principal, South Fields College of Further Education, Aylestone Road, Leicester LE2 7LW to be returned within 14 days of the appearance of this advertisement. (17529) 220026

LINCOLNSHIRE

COUNTY COUNCIL
LINCOLN COLLEGE OF TECHNOLOGY
Following the expansion of electronics related courses within the College, the following posts will be created from 1 September 1985:-
LECTURER I IN ELECTRONICS (FULL-TIME)
Applicants are invited from suitably qualified engineers with a sound industrial background in electronics. The person appointed will be expected to contribute to industrial and Higher National Certificate and Diploma courses in Electronic Engineering and will have been assigned to support local high technology industries.
Salary scale: Lecturer Grade I £5,910 - £10,512 (under review).
PART-TIME LECTURERS
To support the expansion of full-time and part-time courses in Electrical and Electronic Engineering. Lecturers are required Electrical and Electronic Engineering subjects and in Mathematics. The ability to teach between 9.00 a.m. and 5.00 p.m. would be an advantage.
Further particulars and application forms may be obtained from the Principal, Lincoln College of Technology, Cathedral Street, Lincoln LN2 1QB. Tel: (0522) 30641, returnable within two weeks of this advertisement. Please mark clearly LI posts or Part-time posts. (17537) 220026

POWYS

COUNTY COUNCIL
EDUCATION DEPARTMENT
MONTGOMERY COLLEGE OF FURTHER EDUCATION
Newtown
DEPARTMENT OF COMMERCE & GENERAL STUDIES
Required for 1st September, 1985 or such later date as may be agreed, LECTURER GRADE I IN SECRETARIAL SKILLS.
To teach Typewriting, Shorthand, Word Processing and associated subjects to a range of full and part-time classes. (Ref: E1).
Salary in the range £5,910 to £10,512.
Further details and application forms are obtainable from The Principal, Montgomery College of Further Education, Llandidloes Road, Newtown, Powys, to whom completed forms should be returned within two weeks of the appearance of this advertisement. (17805) 220026

NOTTINGHAMSHIRE

COUNTY COUNCIL
An equal opportunities employer
PEOPLE'S COLLEGE OF FURTHER EDUCATION
TEMPORARY LECTURER
Grade I £5,910 - £10,512
(pay award pending)
CHEMICAL SCIENCES
Required for 1st September 1985 or as soon as possible thereafter to the Department of Physical and Mathematical Sciences. This post will terminate on 31st December 1985. Applicants should be Science Graduates and be prepared to teach Chemical Sciences up to and including BTEC Certificate and Diploma/ General Certificate of Education Advanced level standard.
Entry point on the scale according to qualifications and experience.
Application forms and further details available from the Principal, Castle Road, Nottingham NG1 6AB. Tel: (0602) 417861, to whom completed forms should be returned by 16th August. 1985.
NORTH NOTTINGHAMSHIRE COLLEGE OF FURTHER EDUCATION
LECTURER
Grade I £5,910 - £10,512
(pay award pending)
BRICKWORK
Required for 1st September 1985 or as soon as possible thereafter in the Department of Building a suitably qualified person to teach practical and theoretical subjects, mainly in Brickwork. Applicants should have practices up to Advanced Craft and Supplementary Certificates; also Basic Brickwork to YTS Trainees. Ability to teach Basic Woodwork or other building trades would be an advantage.
Entry point on the scale according to qualifications and experience.
Application forms and further details are available from the Principal, Nottingham Road, Worksop, Notts. S81 7HP. Tel: Worksop (09077) 473361 (ext. 209) to whom completed forms should be returned by 16th August 1985. (17785) 220026

RICHMOND UPON THAMES

LONDON BOROUGH OF RICHMOND UPON THAMES
(AN EQUAL OPPORTUNITY EMPLOYER)
RICHMOND UPON THAMES COLLEGE
Applications are invited for the following appointments in London's first tertiary college. The two posts in the School of Technology are available from 1st September 1985, and the post in the School of Business Studies and Humanities from 1st October 1985.
SCHOOL OF TECHNOLOGY
LECTURER II PLANT PRODUCTION ENGINEERING
Applications are invited from graduates or equivalently experienced persons to co-ordinate all training in the Machining and Fitting and/or Welding workshops, and to act as course tutor for Process Plant AET Course.
LECTURER I IN CONSTRUCTION (CARPENTRY AND JOINERY) -
(RE-ADVERTISEMENT)
Applications are invited from suitably qualified and experienced persons to teach Carpentry and Joinery up to Advanced Craft Certificate level on the City and Guilds 995 examination, successful applicant must possess an Advanced Craft Certificate in Carpentry and Joinery.
SCHOOL OF GENERAL EDUCATION
LECTURER II IN MARKETING AND MANAGING WOMEN'S A/AS LEVEL COURSES FOR GIRLS AND WOMEN
In support of the WISE initiative applications are invited for this appointment to teach marketing and innovation of Physics 'A' Level courses for girls and women who have already obtained 'A' level physics, at school.
The successful candidate will be expected to participate in the furtherance and development of WISE and other Physics programmes.
Completed application forms should be returned by 30th August 1985.
Salary Scales LII £7,548 - £12,096 plus £678 Outer London Weighting Allowance per annum.
LI £5,910 - £10,512 plus £678 Outer London Weighting Allowance per annum.
SCHOOL OF BUSINESS STUDIES AND HUMANITIES
LECTURER I IN ECONOMICS REQUIRED FROM 1st OCTOBER 1985
Applicants should possess a degree in Economics and a P.G.C.E. and must be prepared to teach on a range of courses including G.C.E. in Economics and Business studies, 'O' G.C.E. in Commerce and Economics and possibly BTEC (N) Banking. A willingness to work as a member of a team of teachers preparing studies for the C.P.V.E. is essential.
Further particulars and application forms, returnable within two weeks of the date of this advertisement, unless otherwise stated, may be obtained from the Administrative Assistant, Personnel Section, Richmond upon Thames College, Egerton Road, Twickenham TW2 7SJ. (17290) 220026

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

COLLEGES OF FURTHER EDUCATION
continued

ROTHERHAM

METROPOLITAN COUNCIL
Rotherham is an equal opportunities employer
ROCKINGHAM COLLEGE OF FURTHER EDUCATION
Wath-upon-Dearne, Rotherham
(Tel: Rotherham 874310)
Required from September 1985:
LECTURER I IN RETAILING
£5,910 - £10,512 p.a.).
Lecturer in Travel and Tourism/Retailing to work with the BTEC National and Y.T.S. Courses.
ABTA experience and proven career in the Retail Trade essential. I.T.T. qualification and teaching experience an additional advantage.
Closing Date: 16th August, 1985.
Further information and application forms from the Principal of the College at the above address.

NORTH YORKSHIRE

Dr. Crane, Director of Personnel Services (17807) 220026

SOLIHULL

SOLIHULL COLLEGE OF TECHNOLOGY
Blossomfield Road, Solihull B91 1SB
Required 1st October or as soon as possible thereafter:
LECTURER I in TRAVEL AND TOURISM for BTEC courses.
Details and application forms from Principal on receipt of s.a.e. (17278) 220026

ilea colleges

INNER LONDON EDUCATION AUTHORITY

Applications are invited for the following posts. Salary Scales in accordance with the Burnham (FE) Award: LECTURER I (Hourly part-time pro rata). On an incremental scale within the range of £5,910-£10,512 starting point depending on qualifications, training and experience. LECTURER GRADE II: £7,548 - £15,069. Fringe Allowance of £258 per annum. Fees is on Inner London Allowance of £1,038. If post which we grade Lecturer I in Principles, Applications for job share appointments will only be considered if both candidates meet basic. A register of potential Job Sharers is maintained by Mrs. E. Brockman, ROTHERGO OPPS. Room 2A07, The County Hall, London SE1 7PB. ILEA is an equal opportunities employer.

SOUTH EAST LONDON COLLEGE

Lewisham Way, SE4 1UT. Tel: 01-691 6000 (Ext 6004)
LECTURER I (Engineering Service)
LEWISHAM WOMEN'S TRAINING CENTRE
LECTURER I IN ELECTRICAL WORK (Ref: EPS 61)
LECTURER I IN PLUMBING (Ref: CW 1000)
Lewisham Women's Training Centre is an exciting new initiative providing courses for women in plumbing and electrical skills. The Centre is being developed and funded jointly by ILEA, OLTB, EBP and the London Borough of Lewisham. In addition to teaching craft theory and practice, the lecturers will participate, with the other Centre workers, in providing trainees with advice and support and in the development of the Centre.
All staff will have a commitment to combating the discrimination women face in gaining access to the manual trades on the grounds of race, sexuality and single parenthood. The Centre has an on-site nursery and will be accessible to women with disabilities.
The appointments will be to the staff of South East London College in accordance with the conditions of service of the ILEA and the successful applicants will be on full-time secondment to the Centre.
Assistance may be given towards household removal expenses.
Further information and application forms may be obtained from the college at the above address - tel 01-691 000 (24 hour Answering Service).
Application forms to be returned by 15 August 1985. It is essential to quote the correct reference number. Re-advertisement. (9054)

COLLEGE FOR THE DISTRIBUTIVE TRADES

50 Leicester Square WC2H 7EE
Department of Display Design
LECTURER I (In COMMUNICATION STUDIES
The successful candidate will teach communication studies to students studying on BTEC and BOS design courses.
Applicants should have previous teaching experience and be able to offer an additional teaching discipline from the history of art and design area. Preference will be given to candidates with two relevant degrees to teaching communication studies.
A teaching qualification is not essential as teacher training will be available to the successful candidate.
Application forms from the Senior Administrative Officer, College for the Distributive Trades, 50 Leicester Square, London WC2H 7LE (Tel: 01-930 1647, ex. 221) returnable within 14 days of publication of this advertisement.

SHROPSHIRE

SHREWSBURY COLLEGE OF ARTS AND TECHNOLOGY
London Road, Shrewsbury
Tel: Shrewsbury 51344
LECTURER I in ELECTRONIC ENGINEERING
Required for 1st September, 1985, or as soon as possible thereafter.
A well qualified graduate or equivalently experienced engineer with electronic and associated subjects on pre-vocational and vocational courses. Good industrial experience essential and some teaching experience desirable.
Application form and further particulars are obtainable from: The Principal, Shrewsbury College of Arts and Technology, London Road, Shrewsbury, Shropshire SY2 6PR. Tel: (0743) 342343, to whom they should be returned as soon as possible. (17726) 220026

SURREY

EDUCATION COMMITTEE
NORTH EAST SURREY COLLEGE OF TECHNOLOGY
Reigate Road, Ewell, Epsom, Surrey KT17 3DS
Application are invited for the following posts to be filled from 1 September 1985 or as soon as possible thereafter:
LECTURER I IN BUSINESS STUDIES
The post is to develop and expand the provision of part-time courses in Business Secretarial Studies and related subjects.
LECTURER I IN PHOTOGRAPHY
Salary Scale (under review) SENIOR LECTURER I £6,480 - £7,600, LECTURER I £5,910 - £10,512 p.a. Inner Fringe Allowance £264.00 p.a. London Allowance. Generous removal expenses.
Please send a stamped addressed envelope for further particulars and application forms from the Vice-Principal. (08783) 220026

Research Posts

LONDON

UNIVERSITY OF LONDON
SCHOOL EXAMINATIONS BOARD
RESEARCH OFFICER
The School Examinations Board invites applications from graduates (any discipline but with a good working knowledge of statistics) who have had experience of analysing data preferably in an electrical situation. Experience in one or more of the following: teaching, education administration, examination work and knowledge of some of the following: assessment techniques, curriculum development in schools, educational research methods, computer programming. Duties of the post include carrying out investigations into aspects of school examinations.
Appointment will within Grade II of the National Scales for University Administrative Staff, salary on appointment will be at a point within the Scale £13,674 to £14,925 per annum (under review) plus £1,933 London Allowance. Six weeks holiday plus Public Holidays and privilege days - membership of the University Superannuation Scheme.
Further particulars and application forms may be obtained from the Assistant Secretary (Officer (SES), Stewart House, 32 Russell Square, London WC1B 5DN Tel: 01-636 4514 or 4554 to whom completed applications should be returned not later than 31st August 1985.
(17905) 290000

OXFORD

UNIVERSITY OF OXFORD
DEPARTMENT OF ENGINEERING SCIENCE
RESEARCH ASSISTANT IN PLASMA PHYSICS
A Postdoctoral Research Assistantship is funded in the Culham Laboratory of the U.K.A.E.A. It is available from 1st October 1985 for a period of one to two years. The duties will be (a) to theory out research on plasma boundary phenomena, with reference to fusion plasma, and (b) to take part in the teaching and administration of the M.Sc. course in the Science and Applications of Electric Plasmas.
The position will be in the Research Assistant Grade 1A scale (£7,530 to £12,150, according to experience) and with membership of U.S.S.
Applications, with curriculum vitae and the names and addresses of two referees, should be sent as soon as possible to the Administrator, Department Engineering Science, Parks Road, Oxford OX1 3PJ. (08774) 240000

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

Colleges of Higher Education

Other Appointments

HARROW

THE SUFFOLK COLLEGE OF HIGHER AND FURTHER EDUCATION
Required for 1 September or as soon as possible thereafter
LECTURER I in PRE-VOCATIONAL EDUCATION to teach one or more of the following:
COMMUNICATION/NUMERACY/LIFE AND SOCIAL SKILLS - A knowledge of micro-computing would be an added advantage.
The lecturer appointed would also be expected to perform a guidance and counselling role within pre-vocational courses and the Youth Training Scheme.
Salary Scale: Lecturer Grade I £5,910 - £10,512 (under review).
Further details and application form can be obtained from the Personnel Officer, Suffolk College, Rope Walk, Ipswich IP4 1LO, to whom completed forms should be returned within fourteen days of this advertisement. Please send large s.a.e. quoting post number 5.113.
Suffolk County Council. (17853) 340026

SOUTHAMPTON

SOUTHAMPTON INSTITUTE OF HIGHER EDUCATION
DEPARTMENT OF PUBLIC AND APPLIED SOCIAL ADMINISTRATION
LECTURER I IN COMMUNICATIONS AND GENERAL STUDIES
Applications are invited for the above post from 1 September 1985 or as soon as possible thereafter. The Department seeks a lecturer to liaise with a teaching qualification and teaching experience. Further/Higher Education: Experience in the Public Sector, an advantage. The successful applicant will provide Communications and General Studies courses for BTEC courses.
Salary Scale: LII £7,548 - £12,096 (pay award pending). (On the current level of work it is expected that this post would progress to the Senior Lecturer Scale).
Further details and application forms are available from the Personnel Officer, Southampton Institute of Higher Education, East Park Terrace, Southampton, Hants. SO9 4WW. Tel: (0703) 229381, Ext. 2.
Closing date: 19 August, 1985. (17800) 340026

Adult Education

EALING

LONDON BOROUGH
ADULT EDUCATION SERVICE
West Ealing Study Centre requires a Part-Time Number Tutor, £20.60 for 10 hours per week, to start as soon as possible. Qualified teacher with experience of adults required to run drop-in sessions and develop materials. Interest in computers appreciated. The Centre is MSC funded. Tutor must be unemployed/under threat of redundancy.
Telephone The Manager, Chris Jackson on 01-579 5350 for details and application form. (17571) 380000

HOUNSLOW

Required for January 1986 or before:-
A Full Time Lecturer I to teach English as a Second Language and Linked Skills to adults in the Borough's wide programme for Continuing Education. The candidates should have a specialist teaching interest and/or experience in working with an ethnic minority community from beginner to advanced level leading to certificated courses.
For further information and application forms write to: Mrs. M. Lacey, Hyde Valley Centre, Hyde Valley Road, Isleworth TW7 4HG or Tel: 568 3697. Ext. 12.
Closing date: 16th August 1985.
London Allowance: £678 p.a.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER (17980) 380000

HOUNSLOW

Required for January 1986 or before:-
A Full Time Lecturer I to teach English as a Second Language and Linked Skills to adults in the Borough's wide programme for Continuing Education. The candidates should have a specialist teaching interest and/or experience in working with an ethnic minority community from beginner to advanced level leading to certificated courses.
For further information and application forms write to: Mrs. M. Lacey, Hyde Valley Centre, Hyde Valley Road, Isleworth TW7 4HG or Tel: 568 3697. Ext. 12.
Closing date: 16th August 1985.
London Allowance: £678 p.a.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER (17980) 380000

BUCKINGHAMSHIRE

EQUAL OPPORTUNITY EMPLOYER
EDUCATION DEPARTMENT
NORTH BUCKINGHAMSHIRE
INC 3 (4 - 81) £8,598.
Applications are invited from suitably qualified and experienced youth and community workers or teachers for the above neighbourhood youth work post in Buckingham. The post is based on the campus of Aylesbury College, Aylesbury Secondary School, where there is currently youth work and sports provision. The successful appointee will be expected to work in part as a youth worker in a predominantly rural area. He/she should have a wide range of youth work skills and have a particular interest in the needs of rural young people. A commitment to participate in the training of youth work is essential.
For further details and application form please send a stamped addressed envelope to the Chief Education Officer, County Hall, Aylesbury HP20 1UA. Telephone enquiries may be made to Janet Wilkinson, Area Officer, Aylesbury 30000, Ext. 755. Closing date for application 16 August 1985.
A re-advertisement and previous applicants need not re-apply. (17782) 440000

Youth and Community Service

SOCIALISM AT WORK
Tameside Metropolitan Borough
Social Services Department
ASSISTANT TEACHER
SALARY SCALE 1 + SPECIAL SCHOOLS ALLOWANCE
Required full-time at Tiverton House, Observation and Assessment Centre to work as a member of a staff team of four. The team is responsible for assessing the needs of children who present a variety of learning/social problems and for devising appropriate individual programmes of work for them. All staff are encouraged to develop their own interest within the team. Applications are invited from qualified teachers preferably with experience in a *special educational setting.*
Application forms and further details are available from the Chief Personnel Officer, Council Offices, Wellington Road, Ashton-under-Lyne, Tameside, Greater Manchester OL6 6DL. Tel: 061-330-8355 Ext. 3173. Closing date 16th August 1985.
TAMESIDE - AN EQUAL OPPORTUNITIES EMPLOYER (9049)

WILTSHIRE COUNTY COUNCIL
Education Department
Be the first "SEMI-DETACHED" YOUTH & COMMUNITY WORKER
Grade: JNC3 (1–5) Salary: £7,866–£8,844 p.a.
The Youth and Community Worker will be "Semi-Detached" in that he/she will be required to develop a comprehensive response to the needs of young people using The Link Centre which is owned and managed by the District Council.
Wiltshire County Council are breaking new ground in appointing a Youth and Community Worker to The Link Centre, in the Western Expansion Area Swindon. This Centre is thought to be the first in Great Britain to provide, under one roof:
An Ice Rink, Swimming Pool, Large Sports Hall, Other sports orientated spaces, a Library, Art Workshops, a Drama and Dance Studio, and a Youth and Community Suite.
Candidates should be qualified and experienced Youth and Community Workers, preferably with some experience in outreach work, but more importantly with an enthusiasm to work with young people in this unconventional setting unfettered by the direct responsibility for the management of the building.
Application form and further details from the Chief Education Officer, County Hall, Trowbridge, Wilts., BA14 8JB, tel. 02214-3641, ext. 2454, quoting ref. E.85.347, returnable by 30th August, 1985.
Informal enquiries may be made to Mr. D. T. Ainscough, Senior Assistant Youth & Community Services Officer on Swindon (0793) 33531. (9048)

Athrofa Gogledd-dd Cymru
The North E Wales Institute
of higher education
DEESIDE SCHOOL OF COMMERCE
LECTURER GRADE I IN COMMERCIAL STUDIES
Applications are invited from suitably qualified persons for the post of full-time permanent lecturer in Commercial Studies at the North East Wales Institute, Deeside.
You will be expected to teach general commercial subjects to students on Secretarial, Business & Technician Education Council Y.T.S. courses and School Link courses.
Full details and an application form can be obtained from the Registrar, North East Wales Institute of Higher Education, Conah's Quay, Deeside, Clwyd. CH5 4BR.
Closing date for completed applications: 16th August 1985.
PLAS COCH, WREXHAM SCHOOL OF CONSTRUCTION
FULL-TIME TEMPORARY LECTURER I IN PAINTING AND DECORATING
£5,910–£10,512
Applications are invited from suitably qualified persons with sound industrial experience for the above mentioned temporary appointment for two years.
Commencing salary determined by experience and qualifications.
Further details and an application form can be obtained from the College Registrar, The North East Wales Institute, Plas Coch, Mold Road, Wrexham, Clwyd. Tel: Wrexham 366901.
Closing date for completed applications: 16th August, 1985. (9072)

City of WAKEFIELD
METROPOLITAN DISTRICT COUNCIL
WAKEFIELD DISTRICT COLLEGE
LECTURER I IN GRAPHIC DESIGN
(One-year Fixed-term Contract)
£5,910 - £10,512
To act as tutor to, and teach mainly on the 2nd Year of the B/TEC National Diploma in Graphic Design. The successful applicant should have professional experience in, and a sound knowledge of, graphic design – preferably relating to advertising/promotional activities. Proven teaching skills and a knowledge of B/TEC procedure would be advantageous.
Application forms and further details are available on receipt of a s.a.e. from the Chief Education Officer, 8 Bond Street, Wakefield, to be returned by 16th September 1985. (9073)

Surrey Education Committee
GUILDFORD COLLEGE OF TECHNOLOGY
Stoke Park Guildford Surrey GU1 1EZ
Engineering Department
LECTURER I in ELECTRICAL INSTALLATIONS
to teach on City & Guilds courses. Applicants should be well-qualified with appropriate practical experience. Starting Date – 1.9.85, or as soon as possible thereafter.
Salary LI scale £5,910 – £10,512 plus £264 fringe area allowance
(Salaries currently under review)
Generous relocation expenses available in accordance with Surrey County Council's scheme.
Application forms and further details from principal (SAE requested – quote Post Ref: E/EI)
Closing Date – Wednesday 21st August 1985
Re-advertisement. (9066)

Newton-Le-Willows College of Further Education
Nursing and Social Welfare Studies Department
TEMPORARY LECTURER I
£5,910 – £10,512
Required for one year to teach a range of subjects to YTS Caring students.
Preference will be given to candidates who are able to teach Community Care, Home Nursing and First Aid. Ability to teach Environmental Studies will be an advantage.
Application forms and further particulars available from:
The Principal
College of Further Education
Crow Lane East
NEWTON-LE-WILLOWS
Merseyside WA12 9TT.
Tel: Newton-Le-Willows 4656 (9071)
St Helens
METROPOLITAN BOROUGH

NEWSIGHT
Applied Arts, Design and Technology Centre
(Situated in South West London)
Wanted immediately, a fine
CRAFTSMANSHIP GRADUATE
or the professional equivalent, in Wood Studies with a strong design interest and preferably previous teaching experience, to join our multi-disciplinary team engaged on design and technical skill training and production.
Salary £7,668.
For further details: Contact Doreen Davies, Managing Director, Newsnight c/o Commonwealth Hall, University of London, Cartwright Gardens, London WC1. Tel: 01-627 3148 or 01-387 4100. (9050)

YOUTH & COMMUNITY
continued

DERBYSHIRE
COUNTY COUNCIL

DISTRICT YOUTH AND COMMUNITY WORKER

Required WEBSTER CENTRE, a qualified and experienced worker to be responsible for the development, supervision and support of youth and community provision in the Centre and surrounding area.

Salary scale JNC 3 4 - 8 £8,595 - £9,651.

Applications forms and further details from Ms. S. Stuckwell, District Youth and Community Education Officer, Area Education Office, Newbold Road, Chesterfield S41 7QT. Tel: Chesterfield 204851.

Closing date: 16 August 1985.

Derbyshire County Council is an Equal Opportunity Employer. (17787) 440000

DORSET
OAKMEAD YOUTH CLUB
West Howe, Bournemouth

Applications are invited from suitably qualified and experienced persons for the post of Full-Time Leader-in-Charge, to commence as soon as possible. Salary JNC Range 3 Points 3 - 7: £8,345 - £9,330.

Removal expenses may be paid in approved cases.

Details and application forms available from the Staffing Officer, Education Office, Portman Road, Richmond Hill, Bournemouth BH2 6EA, on receipt of s.a.e. Closing date 21st August. (17875) 440000

LONDON
FULL-TIME ASSISTANT YOUTH WORK - JNC Scale 2

Required for Youth Club in Marylebone offering a range of physical and creative activities.

Job Description and application form from: The Organising Secretary, Fathers Clubs Association, 12 Rosemore Road, London NW1 6NJ. Tel: 723 9167. Further information and arrangements for visits contact Rush Sabay on 722 8308. (17269) 440000

DERBYSHIRE
EDUCATION COMMITTEE

HIGH PEAK DISTRICT YOUTH AND COMMUNITY SERVICE

YOUTH AND COMMUNITY DEVELOPMENT WORKER

(full time)

Required for the end of September 1985, for the New Mills area, based at the New Mills Youth and Community Centre.

The successful candidate will be professionally qualified, have the ability to work on their own initiative, be committed to anti-sexist, anti-racist approaches, and under the supervision of the Senior Worker at New Mills, be able to generate steady development of Youth and Community work in the area.

New Mills Youth and Community Centre is used by a wide range of community groups as well as having an exciting programme of youth provision. The Development Worker will be expected to work with young people and community groups in New Mills and the surrounding area, with the support of the Senior Worker and part-time staff team.

J.N.C. conditions of service apply.

Salary Range 3 Points 2 to 5 (currently £8,103 to £9,087).

For an informal discussion please contact Graham Colbourne (Buxton 6121 Ext. 37) or Christine Butler (New Mills 43394).

Application forms and further details are available from the Area Education Office, The Crescent, Buxton SK17 6DJ. Tel: Buxton 6121 and forms should be returned by 30th August 1985. Interviews are arranged for September 18th 1985.

Closing date: 30th August 1985.

Derbyshire County Council is an Equal Opportunity Employer. (17788) 440000

YOUTH AND COMMUNITY SERVICE WORKER

£10,491–£11,688

An experienced and qualified Youth Worker or Teacher is required for the Northfleet Sports and Youth Centre. This senior and challenging post offers scope for the introduction of a wide range of sports and general activities, with an underlying social educational approach. The person appointed will have responsibility for directing the work of an assistant professional worker, and a large team of part-time staff, within this large, purpose-built centre. Salary Range is JNC Range 4 Points 6–9 plus additional increment after Point 9. The additional increment after Point 9 is in recognition of the duties and responsibilities of this demanding post.

A Staff Development Policy provides for in-service training, formal and informal support structures. The Divisional Youth and Community Service Officer, Mr E. Tingey, will be pleased to discuss the post informally (telephone Gravesend 64701).

Application form and further details returnable by 16th August from the Divisional Education Officer, Divisional County Offices, 132 Windmill Street, Gravesend, Kent. (9083)

KENT COUNTY COUNCIL

Vocational Training Council
HONG KONG

Lecturer
(Motor Vehicle Engineering)

Qualifications
(a) (i) a relevant technical qualification, e.g. City and Guild Full Technological Certificate in an appropriate discipline; OR
(ii) fulfilled the academic requirements for corporate membership of an appropriate professional institution
plus 7 years' relevant post-qualification industrial or teaching experience in either case; OR
(b) corporate membership of an appropriate recognised professional institution; OR
(c) a relevant degree from a Hong Kong or British University; and
(i) a diploma in education plus 4 years' relevant post-degree industrial or teaching experience; or
(ii) 6 years' relevant post-degree experience.

Conditions
The post attracts a monthly salary of HK$9,395 – HK$13,565 per month (£1 = HK$10.60 as at 10th July, 1985 but this is subject to fluctuation) depending on qualification and experience. The appointee will be offered an initial contract of 2 years inclusive of leave, plus 25% terminal gratuity upon satisfactory completion of the agreement. Thereafter the appointee may be offered either contract or superannuable term at the discretion of the Vocational Training Council. Fringe benefits include leave and passages, housing, medical and dental treatments, children's education allowances and school passages.

Application
Application forms are obtainable personally or by telephone from the Hong Kong Government Office, 6 Grafton Street, London W1X 3LB (Tel. No.: 01-499 9821 Ext. 259). The completed application forms should be returned direct to the Executive Director, Vocational Training Council, 15/F, Harbour Centre, 25 Harbour Road, Wanchai, Hong Kong to reach him before 23 August, 1985.

Overseas Appointments

BARCELONA
Experiencand T.E.F.L. qualified teachers required for Language Schools in Gerona Province.
Please send full C.V. and photo to Mr. M. Barge, Rambla Passeig 4.1.2, Vic Barcelona. (17906) 460000

CENTRAL PORTUGAL
Small provincial language school requires E.F.L. teachers to start early October. Preference given to candidates with L.R.A.M. diplomas or R.S.A. and some experience, preferably abroad.
Apply to: The English Supervisor, Instituto de Linguas de Tomar. With CV and photo. (17853) 460000

CHRISTIAN TEACHERS FOR AFRICA
To teach Biology, Chemistry, Agriculture, TESL, Arts and Commercial subjects in Secondary Schools. Secondary teacher of the Bible and Carpentry instructors also needed.
Volunteer terms - two year contracts - air fares, preparation courses, insurance and overseas allowance provided.
Apply to: Volunteer Missionary Movement, Shenley Lane, London Colney, St Albans, Herts. AL2 1AS. Tel: Bovermansgreen (0727) 24855. (17282) 460000

EAST MALAYSIA
KINABALU INTERNATIONAL SCHOOL
Requires a Junior Teacher to start January 6th, 1986. Applicant must be primary trained, qualified teacher, with at least three years experience of primary teaching. Salary approximately £8,467 per annum depending on experience. Two years contract.
Apply with full curriculum vitae, photograph, names and addresses of two referees to The Principal, Kinabalu International School, PO Box 2080, Kota Kinabalu, Sabah, East Malaysia. (17705) 460000

EGYPT
ST. FATIMA LANGUAGE SCHOOLS
Cairo
Require qualified teachers of (1) ENGLISH and (2) MUSIC for the 1985-86 session from October to May.
Interviews will be held at LONDON HOUSE, Mecklenburgh Square, London WC1N 2AB, from 10 a.m. 1st p.m. on August 19th, 20th and 21st, when contracts will be signed for suitable candidates. Please bring originals of relevant certificates - or qualifications. (17065) 460000

Inspectorate Adviser (Mathematics)
Kenya

Kenya is in the process of implementing a major change in its educational system, which will involve adding an additional year to primary education. Six zonal teams have been established with the aim of covering the fifteen primary teachers' colleges; the vacancy exists in the Primary Curriculum and Teacher Education Project, which has been established to implement these changes.

Responsible to the Chief Inspector of Schools, and working with associate British Inspectors and Kenyan counterparts, the post is designed to fit a wider pattern of assistance aimed at helping to improve the quality of teaching in the core subjects at primary level.

Specific duties will be the management of the project; assisting with the implementation of the new Mathematics Curriculum; conducting of in-service seminars and workshops; and producing relevant resource materials in order to update the skills needed to teach mathematics successfully.

Applicants should be British Citizens, aged 30-60, and be professionally qualified graduate teachers with a major in mathematics as a teaching subject and a minimum of seven years teaching experience in a primary school and/or a teachers college. Knowledge of curriculum development and school supervision is essential and similar experience in developing countries would be an advantage.

The appointment is on contract to ODA, on loan to the Government of Kenya for a period of 2½-3 years. Salary (UK taxable) is £18,325 pa, including an element in lieu of superannuation. A variable tax free Foreign Service Allowance, currently in the range £1,260 to £3,248 pa, is also payable.

The post is wholly financed by the British Government under Britain's programme of Aid to the developing countries. Other benefits normally include paid leave, free family passages, children's education allowances, free accommodation and medical attention.

For full details and application form, please apply within 21 days, quoting ref. AH309/SL/TES, **stating post concerned** and giving details of age, qualifications and experience to: Appointments Officer, Overseas Development Administration, Room 361, Abercrombie House, Eaglesham Road, EAST KILBRIDE, Glasgow G75 8EA.

ODA OVERSEAS DEVELOPMENT
Britain helping nations to help themselves

ENGLISH LANGUAGE TEACHERS
TAX-FREE OPPORTUNITIES IN SAUDI ARABIA

British Aerospace has continuing requirements for qualified male English Language Teachers to join our staff in Saudi Arabia and teach English to students and cadets beginning their training in the Royal Saudi Air Force.

These are excellent opportunities for experienced teachers to earn high salaries which will be ***tax-free***, subject to completing a minimum of one year's service in Saudi Arabia. Those appointed will be working in well equipped educational facilities as part of our large British expatriate staff.

Applicants must be UK citizens under the age of 50 whose mother tongue is English. The minimum qualifications for these posts are either a degree with Language or Linguistics as a subject or a Teacher Training Certificate (one year post-graduate or 3 years non-graduate) in any subject. If the subject is not a language, then a TEFL qualification is a further requirement. We are also looking for at least 3 years' experience of TEFL.

In addition to the high ***tax-free*** salary, successful candidates will receive free accommodation, messing, medical care, life assurance and other benefits, including travel-paid UK leave.

Please apply in writing giving brief details of experience quoting reference 039/TES to: The Personnel Officer, Saudi Arabia Support Dept., FREEPOST, British Aerospace (Aircraft), Warton Division, Warton Aerodrome, Preston, Lancs PR4 1LA or telephone Preston 634317.

BRITISH AEROSPACE
IN SAUDI ARABIA

OVERSEAS POSTS
continued

EGYPT
ST. FATIMA LANGUAGE SCHOOLS
Cairo
Requires qualified teachers of (1) ENGLISH (2) MUSIC for the 1985 - 86 session from October to May.
Interviews will be held at LONDON HOUSE, Mecklenburgh Square (near Russell Square) on the 19th, 20th and 21st August when contracts will be signed for suitable candidates.
Please bring originals of relevant certificates of qualifications. (17330) 460000

EGYPT
CAIRO
Egypt
English-run school seeks Primary teachers for academic year starting September. One-year contract, return ticket and salary paid. Send C.V. to BOX TES 00413, Priory House, St John's Lane, EC1M 4BX. (17732) 460000

FRANCE
Bilingual School - French Riviera vacancy for a trainee teacher with language and conversation to French children (4-13 years old) starting September 23rd for at least one year.
Please write with CV and photo to the Principal, B.P. 16 06390 CONTES - NICE, FRANCE. (17685) 460000

GREECE
English teaching post vacant. Experience and/or T.E.F.L. Qualifications preferred. Contact Mr Grassakos, 6 Averof St, Lamia, Greece for details. (17966) 460000

INDIA
KODAIKANAL INTERNATIONAL SCHOOL
India.
New residential school for girls (foreign pupils) situated at Manoorgarh, a hill station resort at foot of Himalayas in particularly peaceful romantic area of entrancing natural beauty. Designed by internationally renowned team of Architects. Opened in May 1985 on landscaped site of 27 acres with first class accommodation facilities, heated indoor pool etc. Staff required, two matrons/matrons, 3 year contract offered with 3 months annual paid holiday (Dec. - Feb.) free accommodation and board and attractive terms of service. Applicants must have 5 years experience in their field.
Applications invited for interested and dedicated women on 35 - 45 years who should include recent photograph and a curriculum vitae. Apply to Manoorgarh International School, 45 Roundhill Close, Seaton, Leicester LE7 8FF. (17563) 460000

INDONESIA
INTERNATIONAL HOUSE
JAKARTA
Newly opened, needs 3 experienced Girl qualified Games Teachers. Two year contract from 1st September 1985.

IRELAND
INTERNATIONAL HOUSE:
Dublin
Affiliated school needs:
1 Director of Studies.
2 EFL Teachers for General/Business English
1 year contracts to start September 1st. RSA TEFL qualifications + essential experience desirable.
Applications with full C.V. to Teacher Selection Department, International House, 106 Piccadilly, London W1V 9FL. (17876) 460000

ISTANBUL
For September 1985 or as soon as possible thereafter. A secondary aided boarding school with an active sports programme requires an English Teacher.
Qualifications: English Degree (minimum)
Recognised T.E.F.L. diploma (e.g. R.S.A.)
P.G.C.E. or equivalent.
Plus a minimum of 2 years experience.
Salary £250,000 TL Net per month.
Benefits: Free accommodation, flight tickets.
Contract: 2 years renewable.
Suitably qualified candidates only should apply in writing to: Mr. Ian Edge, 81 Queens Avenue, Muswell Hill, London N10. Please enclose S.A.E. and (a.s.a.p.). (17984) 460000

ITALY
Adult
Authorised school of English, also using English through BBC, requires experienced teachers. Applicants should have a degree, experience certificate, relevant to Cambridge, some knowledge of Italian and the International House or equivalent teaching diploma.
Salary: approx. 5,400,000 Lire net for eight month period October to May. Does not include substantial accommodation and travel from Britain.
Interviews will be held in London from August 6th to August 16th.
Please send letter enclosing telephone number and recent address, full curriculum vitae, recent photograph, two references and photocopies of certificates/diplomas to: The Director, DG Lord Byron College, International Study House, 229 Great Portland Street, London W1N 5HD. (17853) 460000

ITALY
Long established and professional language schools group in North Italy requires EFL Teacher. Must be professionally qualified (especially College of Music Teachers) Italian well spoken. Must have good qualifications and experience. To commence late September. EEC nationals only.
For application form and brochure on terms of employment, contact: Miss J. Hughes, 36 Chesterfield Road, London W4. Tel: 01-995 2955. (17516) 460000

ITALY
Experienced qualified T.E.F.L. Teacher required for private school, Southern Italy.
Please send C.V. with photo. to V. Newton, 19 North St., St. Leonards-on-Sea, Hastings, East Sussex. (17270) 460000

MADRID-SIERRA
TEFL qualified graduate with experience required Oct-June. £300 p.m. 20 hrs. min. weekly. Interviews London 12-15 Aug. Send CV Pedro, 30 Worcester Road, Sutton, Surrey. (17069) 460000

NORTH ITALY
TEFL
North Italy
Firstfield Services are looking for experienced TEFL Teachers for posts in Turin and Milan from September 1985.
12 month contract including weeks paid holiday with possibility of renewal.
The successful candidates are likely to be:
Be aged between 24 and 40.
Have a degree and TEFL certificate (RSA or equivalent).
Have at least two years experience of in-company EFL training.
Have the ability to use their initiative in coping with problems in this field.
A good salary plus free accommodation or living allowance is offered to the right people.
Please apply in your own handwriting enclosing C.V., contact telephone number, photograph and reference from previous employers to: Firstfield Services Ltd., 7 New Concordia Wharf, Mill Street, London SE1 2BA.
Applications must be received by 22 August 1985, and only those fulfilling the above requirements will be taken into consideration.
Short-listed applicants will be invited to attend an interview at our London office between 2 and 6 September, and must be available to take up their employment in Italy from 16 September. (17979) 460000

JAPAN
INTERNATION EDUCATION SERVICES

SHIN TAISO BUILDING
10-7, Dosenzaka 2-chime, Shibuya-s-ku, Tokyo 150

Tel: (03) 496 5396, Cable Interedservices, Fax (03) 463 7089

TEACH IN JAPAN

Persons with a degree or job-experience in such fields as engineering, business administration, finance, pharmacology, linguistics, languages or computers wishing to teach English to Japanese adults for one or two years in Tokyo and other parts of Japan should write to: Personnel Director, International Education Services, Shin Taiso Bldg. 10-7, Dosenzaka 2-chome, Shibuya-ku, Tokyo, Japan 150.

Further information on the position, qualifications, salary, benefits, transportation and housing can be obtained by airmailing a detailed resume with a recent photo to I.E.S.

Interviews will be held in London in early October 1985. (17817) 460000

MALAYSIA
THE ALICE SMITH SCHOOL
Kuala Lumpur

This established English-medium school seeks two Junior staff (18 - 12) to teach English, Maths and Social Studies. Posts tenable from January 1986 to July 1987. Single candidates or married teaching couples without children. Experience desirable but not essential.

Salary equivalent to £10,000 p.a. approx. Free fares and subsistence allowance, medical scheme, baggage allowance.

For details and an application form, please contact Miss D. Ilnerd, Gabbitas-Thring Services, 6-8 Sackville Street, London W1X 2BR. Tel: 01-734 0161. (17977) 460000

SPAIN
Required for September 1985 or a.s.a.p., qualified E.S.L. teachers.
Send C.V. with photograph to: Manquid Institute, Calle Dos de Mayo 150, Onteniente, Valencia/Spain. (08777) 460000

PARIS
DIRECTORS OF STUDIES FOR INTERNATIONAL HOUSE SCHOOL
Direction of all pedagogical aspects of the school including teacher training and programme development. Able to lead and inspire a talented team and work in French. Business content. RSA TEFL diploma essential.
Handwritten applications and photo to: Dorothy Polley, Executive Language Services, 29, bd Sebastopol 75001 Paris. (17923) 460000

SPAIN
2 English Teachers wanted for Zaragoza (University Town) SPAIN. Must have TEFL Training plus experience. Preferably under 25. £900 p.m. (32 hours weekly) plus social security. From October to June.
Write with Curriculum Vitae to: The Private School of English - Costa No. 8, Zaragoza (Spain). (17752) 460000

SPAIN
English International requires EFL teachers for its prestigious schools in Vic and Inquisicion (near Barcelona). Min. 1 year EFL experience. Excellent conditions of employment. High salary and 12 month contract available.
Full CV, photo and tel. number to: 28 St. Peter's Road, Cirencester, Glos. GL7 1RG. (17392) 460000

Posts Overseas

Poland

Deputy Director, English Language Stadium Gdansk University

Duties: responsibility under the Director for teaching EFL to academic staff (from intermediate to CPE) both within the University and on residential courses, including course co-ordination, resources and materials selection; teacher training; supervision of FCE/CPE examinations.
Qualifications: candidates, preferably single and aged 25–45, should have a degree, preferably in English or Modern Languages, Diploma/MA in TEFL and/or RSA Diploma in TEFLA and 3-5 years' previous TEFL-to-adults experience, with some teacher training.
Salary: local salary minimum 15,000 zlotles per month plus sterling subsidy £5,080 per annum (£1=200zl approximately).
Benefits: free furnished accommodation, superannuation contribution, luggage allowance and return fares.
Contract: one year renewable local contract, guaranteed by the British Council, starting 1 October 1985.
Closing date: 15 August 1985.
Reference: 85 B 407

Key English Language Teaching Scheme

The KELT scheme is part of Britain's Aid Programme to developing countries.

Burkina Faso (Formerly Upper Volta)

Lecturer in TEFL and Applied Linguistics, Departement des Langues Vivantes, University of Ouagadougou

Duties: the holder of this new post will be responsible for assisting the Departement in the English teacher training programme by teaching and examining TEFL and Applied Linguistics Courses at undergraduate and Master's level; collaborating with the secondary school English inspectors in teaching practice, development of ELT materials for schools; organising of in-service courses and involving Departement members in national seminars for teachers; advising the Departement in the development of teaching of English and of a specialist library in ELT books and materials.
Special Qualifications: candidates, aged 30-55, must have a first degree plus PGCE/RSA Dip. TEFL plus MA Applied Linguistics/TEFL; at least three years' experience of TEFL at University level plus secondary school experience, and at least five years' overseas experience of developing countries, preferably Africa.
Salary: £10,153-£12,438 per annum.
Overseas Allowances: £1,231-£3,014 per annum, depending on salary and marital status.
Reference: 85 K 437

Republic of Guinea

Post 1: Lecturer in English, Ecole Normale Superieure, Maneah

Duties: in consultation with the Director General of the ENS and the KELT Head of Project, to be responsible for teaching up to 12 hours per week on the new ENS pre-service course for future secondary school teachers, including English Language acquisition, language improvement and ELT methodology; assisting the KELT Adviser and four Guinean colleagues on the development of the above courses; co-ordinating the existing programme for service English; supervising the use of ODA support materials.
Reference: 85 K 41T

Post 2: English Language Adviser, University of Conakry and Higher Education Faculties in Guinea

Duties: in consultation with the KELT Head of Project to be responsible for advising on and participating in teaching of methodology courses at Conakry University and other higher education faculties in Guinea; advising on course design and materials for language specialist courses at the University and for service English courses at University Institutions, in particular ESP reading course for near beginners; conducting regular staff training sessions; assisting with development of courses for civil servants and some Conakry University staff and conducting in-service teacher training sessions for teachers of these courses; liaison with other centres teaching English to adults in Conakry.
Reference: 85 K 42T

Special Qualifications (for Posts 1 & 2): candidates, preferably aged 30-50, must have degree in English/Modern Languages plus PGCE/RSA Dip. TEFLA plus MA Applied Linguistics/TESOL; at least five years' experience of TEFL overseas, particularly in Francophone Africa, and good *written* and spoken French.
Also essential for Post 1: teacher training for secondary education; for Post 2: teacher training and ESP at University level.
Salary: £10,153-£12,438 per annum.
Overseas Allowances: £816-£6,881 per annum depending on salary level and marital status.

West Bank

Director of Studies (ELT), Modern Languages Institute (MLI), Birzeit University

Duties: overall responsibility for ELT and related activities in the MLI including: preparation of all internal ELT related activities and external programmes as appropriate; course evaluation; materials preparation; establishment of a resource centre; staff management; advising, as necessary, other language sections of the MLI.
Special Qualifications: candidates, preferably aged 35-55, must possess a first degree and have a Master's degree in TEFL/Applied Linguistics; at least seven years' relevant experience; similar high level experience in the Arab world an advantage; knowledge of Arabic useful.
Salary: £11,563-£16,158 per annum.
Overseas Allowances: £457-£7,469 depending on salary level and marital status.
Reference: 85 K 39T

General Qualifications: candidates must be UK citizens with a British educational background.
Benefits: salary free of UK income tax; free family passages; children's education allowances and holiday visits; free furnished accommodation; outfit allowance; medical scheme; baggage allowance; employer's contribution to a recognised superannuation scheme or an allowance of 11 per cent of salary in lieu.
Contracts: initially for two years with the British Council. Posts tenable from September 1985 or as soon as possible thereafter.
Closing date for applications: 23 August 1985.

Sudan

Adviser in English Language Teaching, Sudan National Centre for Languages (SNCL), Khartoum

Duties: to work with colleagues in the design of the SNCL's courses for nominees for overseas training; to participate in the development of other ESP courses for local institutions; to assist in the continued development of the SNCL's one year TEFL Diploma course for practising intermediate teachers of English; to participate in those components of the University of Khartoum's one year postgraduate Diploma for secondary school teachers which are undertaken by the SNCL; to teach up to a maximum of eight hours per week.
Special Qualifications: candidates, preferably aged 30-45, should have a first degree plus a one year postgraduate TEFL qualification and five years' English teaching experience including ESP, some teacher training and at least two years' overseas. Familiarity with ESP materials design, Arab world experience and a knowledge of Arabic are desirable.
Salary: £11,045-£13,560.
Overseas Allowances: £20-£4,620 depending on salary scale and marital status.
Closing date for applications: 12 August 1985.
Reference: 85 K 28T

The following Posts are also funded under Britain's Aid programme to developing countries

Burma

Post 1: Senior Lecturer in English, Department of English, University of Rangoon

Post 2: Senior Lecturer in English, Department of English, University of Mandalay

Duties: to advise and assist Heads of Department on planning the content and methodology of courses for English majors; to teach a major part of the MA courses; to contribute to teaching the English majors of the BA courses; to advise and assist the Heads of Department in deploying Burmese staff returning from training in the UK; to help plan and run in-house staff development courses; to collaborate with other British ELT Specialists in Burma; to design and run in-service training seminars for teachers of English.
Special Qualifications: candidates, preferably aged 35-45, should have a first degree, a postgraduate teaching qualification and an MA in Applied Linguistics or TEFL. They should have five years' relevant overseas experience, including three at University level and desirably teacher training in South East Asia.
Salary: £11,503-£16,158 per annum.
Overseas Allowances: nil-£2,827 depending on salary level and marital status.
Closing date for applications: 14 August 1985.
Reference: 85 K 33-34T

General Qualifications: for all of the above ODA funded posts candidates must be UK citizens with a British educational background.
Benefits: salary free of UK income tax; free family passages; children's education allowances, and holiday visits; free furnished accommodation; outfit allowance; medical scheme; baggage allowance; employer's contribution to a recognised superannuation scheme or an allowance of 11 per cent of salary in lieu.
Contracts: initially for two years with the British Council. Sudan and Burma posts tenable from September 1985.

For further details and an application form, please write, quoting the post reference number to: Overseas Educational Appointments Department, The British Council, 90-91 Tottenham Court Road, London W1P 0DT.

The British Council

Suffolk County Council

Education Department

SOUTHERN AREA EDUCATION OFFICE – CAREERS SERVICE

CAREERS OFFICER

Post no. E430

Scale 4/5 £6,555 – £8,262 per annum

(pay award pending)

To undertake a full range of Careers Service duties. Candidates should be trained and qualified Careers Officers or students who have recently completed professional training, leading to the Diploma in Careers Guidance.

Suffolk is developing positive policies towards helping the young unemployed and all staff are required to take up a definite role within the operational plan.

The Authority undertakes to assist the career developments of staff by providing an on-going programme of in-service training.

Informal enquiries about the post may be made to Mrs A J Rimmer, Area Careers Officer on Ipswich 55801, ext 5558.

Application forms and further details are available (see please) from the Principal Area Education Officer, Southern Area Education Office, St Helen Court, County Hall, Bond Street, Ipswich IP4 2JR.

Closing date 12 August 1985

(9078)

CITY OF CARLISLE

Applications are invited from men and women for the following vacancy:

RECREATION OFFICER (COMMUNITY)

(Post No. SP.919B)

S.O. 1/2 £9,477 to £11,025

In the Leisure Services Department from suitably qualified and experienced persons. This is an important new post of a development nature in an expanding section of the department with further planned new facilities.

You will be directly responsible to the Head of Recreational Facilities and Promotions (the post is third tier), and will take charge of an important section of the department covering 9 Community Centres, Playschemes, Community Sports/Arts and the encouragement of dual use of existing facilities.

You will have had experience managing a recreation facility; working with the voluntary sector; and have had to communicate with all levels within the community and able to present the Council's views to various groups.

You should have experience in the promotion and development of community based activities in the field of recreation, and must be able to demonstrate a sound organising ability in order to ensure the maximum use of facilities. You will hold either a qualification in youth and community work or in recreation management.

Relocation expenses scheme/temporary housing facility in appropriate cases.

Previous applicants will be re-considered and need not re-apply.

FURTHER DETAILS AND APPLICATION FORM, RETURNABLE BY 16TH AUGUST, 1985, FROM THE PERSONNEL AND TRAINING OFFICER, TOWN CLERK AND CHIEF EXECUTIVE'S DEPARTMENT, CIVIC CENTRE, CARLISLE, CA3 8QG, TEL. (0228) 23411, EXT 283, QUOTING POST NO. SP.919B

CARLISLE CITY COUNCIL WELCOMES APPLICATIONS REGARDLESS OF RACE, SEX, MARITAL STATUS OR DISABILITY.

(9058)

OVERSEAS POSTS

continued

SPAIN

We require a dynamic person to take charge of our newly established language school in Igualada (west of Barcelona). We are an established language organisation and our expansion programme offers excellent prospects. Applicants must offer fluent Spanish, a degree and substantial TEFL experience. Salary in the region of 1.2 million pesetas plus profit sharing scheme. Commence Sept. 1st.

Full CV, photo, telephone and other info to 28 St Peter's Road, Cirencester GL7 1RG. (17260) 460000

SPAIN

English International wish to appoint a Director of Studies to their newly established language school in Igualada (west of Barcelona). We are an established organisation and offer excellent prospects and conditions of employment, including a 2 year contract plus high salary.

Applicant must speak Spanish, possess a degree and substantial TEFL experience. To commence Sept. 1st.

Full CV, photo and tel. number to 28 St Peter's Road, Cirencester GL7 1RG. (17291) 460000

SPAIN

English teachers required with Primary experience, for a school in Northern Spain. Commencing September. Full C.V.s and photo to A. Bonnor, 95 Geoffrey St., Chorley, Lancs. (17250) 460000

SUDAN

KHARTOUM
INTERNATIONAL PRIMARY SCHOOL
Requires Infants and Primary teachers immediately.

Two year contract, annual return fare, free accommodation. Local salary plus free annual bonus £1,500 paid in U.K.

Please apply with C.V. to Mr. F.J. Smith, Cabubtas-Thring Services, 6-8 Sackville Street, London W1X 2BR. Tel: 01-734 0161. (17278) 460000

TOKYO

ELT INSTRUCTORS
Language school in Tokyo Area is recruiting EFL instructors. A 12 month contract is envisaged commencing October 1985. Applicants should be fully qualified with 1 year TEFL experience. The school is offering subsidised air tickets, Yen 2,580,000 p.a., Yen500,000 bonus at completion of contract and 4 weeks paid annual holiday. Interviews will be held in London.

Apply in writing enclosing CV and photograph to: The Director, QE Language Schools, 61 New Park Street, Devizes, Wiltshire. (17753) 460000

TURKEY

Required for September a teacher of English for Secondary School in Izmir. Must have degree in English, PGCE and TEFL training. Lira and Dollar Salary.

Send full c.v. to Miller Box TES 00415, Priory House, St John's Lane, EC1M 4BX. (17283) 460000

TURKEY

Ministry controlled language school educating from Elementary to First Certificate level requires ESL teachers. Attractive Local Salary, Free Accomodation, Medical Cover, Travel Expenses.

Send c.v. and photo to Cagdil, Akdeniz Sokak 10, Bursa, Turkey. (17576) 460000

WEST INDIES

MAPP'S COLLEGE INCORPORATED
Barbados, WI
A non-profit Association Boys Boarding-Day School
Hull 123, Age Range 10 - 17
Through to 'O' levels and C.X.C. leading for the September Term 1985.

Single, Male Graduate for Physics and Chemistry. Boarding Duties essential. Residency provided.

Write with C.V. Passport photographs and Two recent Testimonials to the secretary. (17265) 460000

Administration Local Education Authority

BUCKINGHAMSHIRE

COUNTY COUNCIL
EQUAL OPPORTUNITY EMPLOYER
CAREERS OFFICER - High Wycombe Area Office
Salary Scale: Scale 4/5/6 £6,555 - £9,114

Progression to Scale 5 immediately following satisfactory completion of the probationary year. A responsibility car operates at the top of Scale 5.

Applications are invited for the above post from qualified careers officers and students shortly completing a Diploma in Careers Guidance course.

The person appointed will join a team of 8 officers based in High Wycombe dealing with the whole academic range of pupils and students in a mixed urban and rural area.

Essential car allowance. Removal allowance in approved cases.

Application forms and further details may be obtained from Chief Education Officer, County Hall, Aylesbury, Buckinghamshire HP20 1XA. Tel: Aylesbury 5000, Ext. 532.

Applications should be returned not later than 17 days after the appearance of this advertisement. (17781) 480000

SHEFFIELD

TEMPORARY SENIOR CAREERS OFFICER (UNEMPLOYMENT SPECIALIST)
Sc 5/6 £7,524-£9,114
Required at Careers Service, A E U W House, Furnival Gate, Sheffield S1 3SL due to maternity leave. Applications are invited, preferably from qualified and experienced careers officers, for this post which involves the guidance, placement and counselling of unemployed young people, particularly those on special provision including the Youth Opportunities Programme and the Youth Training Scheme. This post is funded by the Department of Employment.

Application forms and further details from Chief Education Officer (quoting ref S7/P/LH), Education Department, Leopold Street, Sheffield S1 1RJ. Closing date 16th August. (17569) 480000

Administration General

HAILEYBURY

APPOINTMENT OF DEPUTY BURSAR

Applications are invited for the post of Deputy Bursar, with particular responsibilities for Domestic and Estate matters, to Haileybury and Imperial Service College, Hertford. Salary in the range of £13,300 - £14,300.

Further particulars and an application form may be obtained from the Bursar, Haileybury and Imperial Service College, Hertford, Hertfordshire SG13 7NU (Tel: Hoddesdon 465507). (17715) 500000

The Young Women's Christian Association of Great Britain

The YWCA of Great Britain affiliated to the largest international women's organization in the world and providing Youth clubs and projects, Further Education and International Development programmes as well as being a registered Housing Association expects to relocate its Headquarters to Oxford in October 1986 has vacancies for:

TRAINING OFFICER minimum £10,000

Training Officer to develop training programmes for volunteers and staff in all aspects of the Association's work including Youth and Community and Housing Association activities. Must be prepared to travel within England and Wales. Experience in this type of work essential.

PROGRAMME DEVELOPMENT and YOUTH OFFICER minimum £10,000

Programme development and youth officer to support, initiate and develop programme work with youth and community workers and volunteers throughout our clubs in England and Wales. The successful applicant must be qualified in Youth and Community work with at least 2-3 years experience.

Where successful applicants are required to take up their position prior to relocation travelling expenses will be met by the Association.

Apply to Personnel Officer, Young Women's Christian Association of Great Britain, 2 Weymouth Street, London W1N 4AX, or telephone for an application form on 01-631 0667.

Application to be returned by 16th August 1985. (9066)

EASTERN Arts

EASTERN ARTS ASSOCIATION
CAMBRIDGE

Film & Photography Officer

£9,477 – £11,025 (under review)

The post involves responsibility for administering the Association's work in the fields of Film, Television, Video and Photography.

Eastern Arts is the Regional Arts Association for Bedfordshire, Cambridgeshire, Essex, Hertfordshire, Norfolk and Suffolk. The appointment will be based in Cambridge.

The Association is an equal opportunities employer and would be willing to consider job-sharing arrangements for this post.

Application form and further details from:

Carol Hall
Assistant to the Director
Eastern Arts Association
8/9 Bridge Street
CAMBRIDGE CB2 1UA

Telephone Cambridge 357696

Closing date for applications 9th September 1985 (9049)

Administrator/ (Personnel Services)

£9,477 – £11,025

An Administrator is required in the Personnel Services Section of the West Devon Area Education Office, Civic Centre, Plymouth.

You should be a suitably qualified person for this post which affords experience and involvement at a relatively senior level in aspects of staffing, especially in relation to the appointment, employment and redeployment of teachers and teachers salaries and conditions of service.

Application form and further details (see please) from the Chief Education Officer, County Hall, Exeter returnable by 16 August 1985.

(9092)

DEVON

One of the most important and certainly one of the most interesting posts in Education Administration.

Representing 56 local education authorities, the AMA is principally concerned with relations between central and local Government across a broad spectrum of issues including education.

A Senior Principal Officer (Education) is required to join a small team engaged in frequent contact with Government Agencies, Unions and elected Members and officers of LEAs providing a rare insight into the development of education policy in the UK.

Our involvement is wide ranging, giving tremendous scope to develop individual professional interests and to make a significant contribution to education.

An able administrator and an effective negotiator, the person appointed will have a strong commitment to state education together with extensive education experience and be able to demonstrate a high degree of personal initiative. Highly developed communication skills will be complemented by clear and analytical thinking ability.

Salary is currently on a scale of £17,313 to £18,669 with Local Government conditions of service.

For further information and an application form telephone 01-222 8100 ext 244, or write to The Association of Metropolitan Authorities, 36 Old Queen Street, London SW1H 9JE. Closing date for applications is 23rd August 1985.

AMA Association of Metropolitan Authorities

REMINDER

Copy for Classified Advertisements in the

T.E.S.

should arrive not later than 4 p.m. Monday preceeding publication

King Edward's Hospital Fund for London

APPOINTMENT OF DIRECTOR OF THE KING'S FUND COLLEGE

Applications are invited for the post of Director of the King's Fund College following the death of Mr. Tom Evans. The College is part of King Edward's Hospital Fund for London, which is an independent charitable foundation established in 1897 to support hospitals and assist with the provision of health care.

The College has as its mission the development of health care managers which it carries out through a rapidly expanding programme of field-based consultancy as well as a portfolio of intramural programmes. To do this the College has a strong faculty of within health care management and also maintains a large network of contacts and working relationships with other organisations, both in the UK and overseas.

The College is situated in the centre of London and provides an excellent learning environment for both shorcourses and longer residential programmes.

The successful candidate must have both commitment to and a flair for management development, particularly as applied to the broader context of health and social policy. Successful experience in a top level post in continuing education which involved significant managerial responsibilities would be a considerable advantage.

The successful candidate will be expected to join the Fund's pension scheme which includes transfer arrangements with the NHS Superannuation Scheme. Salary will be by agreement but will be in excess of £25,000 per annum. Personal consultancy and research to an agreed level may be negotiated.

Applications, giving the name of three persons to who reference as to character and ability may be made, should be marked "Appointment – Confidential" and sent to the Acting Director, King's Fund College, not later than Monday, 30th September 1985.

Further information can be obtained from Dr. Idea Wickings, Acting Director, King's Fund College, 2 Place Court, London, W2 4HS. (Tel: 01-225 5361)

(9048)

INSTRUCTOR

STRAWFORD CENTRE, HORSHAM

Salary: Grade IAMHTC – £9,555 – £7,745 p.a. (pay settlement pending)

This Day Centre caters for up to 100 mentally handicapped adults and is situated on the outskirts of Horsham town centre.

It is expected that the successful applicant will have relevant experience of working with the mentally handicapped and must be a holder of the CSS, CQSW, Dip. TMHA or a Teaching Certificate. Duties will include general workshop training and social/community training. An interest or skill in one or more of the following will be an advantage – music, sports, computers, art and craft, horticulture or outdoor pursuits.

For informal discussion and further details please contact Mrs. D. Huckle, Acting Manager, on Horsham 61468.

Application form and job description available from the Director of Social Services, The Grange, Tower Street, Chichester, West Sussex PO19 1QT or by telephoning Mrs. Paula Capel-Smith on Chichester 777671. Quote Post No. OKD 030.

Closing date: 20th August, 1985. (9076)

west sussex

ADMINISTRATION – GENERAL

continued

LEICESTERSHIRE

STAFF & ORGANISATION DEVELOPMENT OFFICER (S1/S2)

Area Officer required who will be expected to live in the South West (preferably Bristol area). Experience in O.D. and youth extensive travelling. Secretary: Sculbury Main Range 9 - 4 commencing £10,722.

Applications close 23 August 1985.

Application forms etc: SWD Director NAYC, Keswick House, 30 Peacock Lane, Leicester LE1 5NY Tel: (0533) 29514 NAYC is an equal opportunities employer. (17568) 500000

NEWCASTLE UPON TYNE

RESEARCH AND DEVELOPMENT WORKER SO1 grade (£9,477 - £10,107) To help set up a COMMUNITY RADIO STATION serving East Newcastle/North Tyneside. Duties include attitude surveys, liaison with interested organisations, media contacts, arranging training in radio production, counselling, exploring funding and technical aspects of studio and transmitter.

The person appointed to this one-year post will be keen to encourage the self-expression of an inner-city community.

Application forms from: Walker Community Radio, c/o St. Anthony of Padua Community Centre, Walbeck Road, Walker, Newcastle upon Tyne NE6 3BT. (Tel: (091) 234 5775). Return completed forms by 23rd August 1985. (17818) 500000

RSA EXAMS BOARD

Preparatory Certificate in TEFL

Applications are invited for the post of part-time advisor (approx. 60 days a year).

Full details from Hazel Orchard, 8 John Adam Street, Adelphi, London WC2N 6EZ. (Tel: 01 930 9115, Ext. 867/885). (17573) 500000

Social Services

SUNDERLAND

BOROUGH OF SUNDERLAND
SOCIAL SERVICES DEPARTMENT
WITHERWACK INDIVIDUAL CARE UNIT
TEACHER Burnham 1 (£5,442 - £8,556) plus £2,577 E.D.A. plus £747 S.E.A.

Witherwack caters for 46 children, both sexes, aged between 7 - 15 years, with varied educational ability, both academic and attainment wise. These children can display extreme behavioural difficulties at times.

The postholder will teach general subjects although there will be an opportunity to develop specialist interests.

Application form and job description obtainable from Staffing Sub-Section, Room 3.106, Town Hall and Civic Centre, or by telephoning Sunderland 76151, Ext. 2465. Closing date for return of completed application forms is 16th August, 1985. (17914) 520000

Educational Psychologists

HAMPSHIRE

EDUCATION AUTHORITY
Sculbury Scale 3, 4 to 7.4 (£8,886.00 - £14,979.00)

Applications are invited for the post of Educational Psychologist with the Hampshire School Psychological Service which has an establishment of 38 Psychologists.

The successful appliteant will work as a member of the North West Area team.

Application form and further particulars available from Education Personnel Unit, The Castle, Winchester SO23 8UE enclosing an A.4 s.a.e. or Tel: Winchester 54411, Ext. 455 quoting reference CE 13057, returnable by 16th August, 1985. (17911) 560000

Ferranti Computer Systems Ltd.

A Change of Career?

Could you use your Physics, Electronics, Maths, Computer Science or numerate qualification in Ferranti?

Naval Combat Systems work at Bracknell

Ferranti real-time computer-based Command and Weapon Control Systems are in operational use in well over 90 surface ships and submarines. On this sound base of proven experience we are expanding to cope with new contracts from home and overseas. Our systems incorporate powerful main processors and microprocessors and utilise distributed processing and advanced design techniques.

Projects include:

***Naval Command and Control *Gun Fire Control**
***Missile Control including Seawolf *Submarine Surveillance Systems**
***Submarine Weapon Control**

We are looking for potential Systems Engineers and Software Engineers with an interest in naval computer applications. For systems engineering a degree level qualification in Electronics, Physics or Computer Science could qualify you. For software engineering a degree level qualification in an engineering or a numerate discipline could qualify. Suitable training will be provided on Ferranti Hardware, Software and System Design Methods.

If you are looking for job interest, technical responsibility, project work that will stretch your ability and an opportunity to travel overseas then send for an application form.

Ferranti offers company benefits including flexible working hours, productivity bonus and assistance with relocation expenses.

There is an annual salary review each April and future salary will depend on performance and competitive market forces; for example, teachers below 28 with a degree level qualification would start on the bottom rung of our career ladder in the range of £7,500 to £8,000.

Please telephone or write, quoting reference: B 942/TES, to: The Recruitment Section, Ferranti Computer Systems, Western Road, Bracknell, Berks. RG12 1RA. Tel: Bracknell 483232, ext. 3471.

(9081)

FERRANTI
Selling technology

British Museum

Education Officer

...to give slide-lectures and talks in the galleries to the public and to educational groups, and to contribute to the work of the Education Service in providing resources for teachers, pupils (mainly secondary level) and older students.

You must have a degree, preferably with first or second class honours, in a relevant subject, and successful relevant teaching or lecturing experience. Experience of writing for educational publications would be an advantage.

Salary: as Curator Grade E £9815 - £12,630; or Curator Grade F £7655 - £10,280. Level of appointment and starting salary according to qualification and experience.

For further details and an application form (to be returned by 2 September 1985) write to Civil Service Commission, Alencon Link, Basingstoke, Hants RG21 1JB, or telephone Basingstoke (0256) 468551 (answering service operates outside office hours).

Please quote ref: G(28)382.

An equal opportunity employer

Lancashire County Council

An Equal Opportunities Employer.

SOCIAL SERVICES

FYLDE SCHOOL, NORMOSS ROAD, POULTON-LE-FYLDE, BLACKPOOL FY3 OBE

RESIDENTIAL SOCIAL WORKERS
(9 POSTS 2 PART TIME)
Salary: RCCO 3 – £6,555-£7,329-£7,746 p.a.

THREE of the above posts are within the C.H.E. section of the school which has 80 places (boys).

SIX of the above posts have been created in the *Observation and Assessment Centre* at the school, due to the imminent opening of a Secure Unit.

Applicants for the above posts should possess relevant experience/qualifications. Social work or teaching qualifications would be an advantage.

Application forms and further details regarding the above posts available from The Principal, Mr. T. J. O'Niell.

Telephone: Poulton-le-Fylde 884561.

Closing date: 16th August, 1985. (9055)

EDUCATION COMMITTEE

EDUCATIONAL PSYCHOLOGIST

£10,659-£14,979

This post is one of eight Psychologists in a supportive team which includes two Social Workers. The service is well established with excellent facilities and offers opportunities for individual case work systems approaches and research and development.

An essential car user allowance and assistance with removal expenses are payable in appropriate cases.

Informal enquiries to the Principal or Senior Educational Psychologist on 021-706 4261/2/3/4.

Application form and job description available from: Town Clerk, P.O. Box 18, Council House, Solihull, West Midlands B91 3QB. Tel: 021-706 6789 Ext. 535 or 021-705 6872 (evenings and weekends) – 24-hour answerphone, quoting Ref. No. C978.

Closing date: 23rd August, 1985.

"Applications from employees of the G.L.C. or M.C.C.'s with relevant experience will be welcome".

Metropolitan Borough of Solihull

Miscellaneous

MERTON

LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER

The Authority proposes to appoint from 1st September, 1985 (if possible), up to 10 Assistant teachers on temporary, one year contracts, to provide support in secondary schools in connection with the Government's In-Service Training plans for teachers. Above-scale posts might be available for suitably qualified and experienced candidates. Candidates should state specialist subjects offered.

Application forms (s.a.e.) from the Director of Education, Crown House, London Road, Morden, Surrey SM4 5DX.

Closing Date: 16th August, 1985. (17901) 560000

TERRIFIC OPPORTUNITY

Yorkshire and Lancashire areas

• No need to give up the security of your present occupation

• Part time selling - evenings/weekends

• 12 to 15 fully qualified appointments per week

• Experience not necessary as full training will be given

• Genuine £200 - £400 per week

If you are smart in appearance between 30 - 45 own a reliable car and have a telephone don't miss this opportunity.

Ring Albert Chapman on Wakefield (0924) 378181. Heat-Flan Ltd - the Fireplace People. (17261) 560000

FED UP? BORED? CANT FIND A JOB? Now You Can. Fully residential courses to train as a D.T.P Approved Driving instructor, teaching on one to one basis. Full full details of this New Teaching Career. Ring 0179 45066. Or write Trianglo Driver Training Academy, 10 Eastlands, Moss Side, Leyland, Preston PR5 3XB. (08406) 560000

MISCELLANEOUS
continued

MANCHESTER DIOCESAN COUNCIL

MANCHESTER DIOCESAN COUNCIL FOR EDUCATION

The post of

DIOCESAN DIRECTOR OF EDUCATION

will become vacant in November

Applications are invited from suitably qualified and experienced women or men, lay or ordained.

Full details may be obtained from The Chairman of the Council, The Very Revd. Robert Waddington, Manchester Diocesan Council for Education, Room 20, Church House, 90 Deansgate, Manchester M3 2GJ.

The closing date for applications will be August 30th. Interviews will be held in mid-September. (17845) 680000

MONTESSORI OPPORTUNITIES

B.Ed. TUTOR

Full time from September to work on N.E.S.B. Child Care Course. Previous N.N.E.B. experience helpful. Burnham scale.

EDUCATIONAL GRADUATES

Urgently required to mark international correspondence Course scripts working from home. Standard scale.

Telephone or write to The Registrar for further details. London Montessori Centre, 18 Balderton St., London, W1Y 1TG. Tel: 01-493 0165. (17805) 660000

NORTH LONDON FULL-TIME FUNDRAISER

Are you — An outgoing person?
— Concerned for young people at risk?
— Prepared to work hard for them?
— A car driver?

If the answer to these questions is YES, you could be the person for us.

The National Children's Home needs you to work full-time raising funds and promoting a wide range of caring services.

NCH is a Christian-based organisation.

Please ring Chris Kitchin (Harpenden 05827 67795) for application form and job description. (5006)

Outdoor Education

CUMBRIA
OUTWARD BOUND ESKDALE

A single male or female permanent instructor/tutor is required for October 1985. Applicants must be 24 years of age, experienced mountaineers, with a genuine interest in residential work with young people.

Application form and further details from:- The Principal, Outward Bound Eskdale, Holmrook, Cumbria CA19 1TE. Closing date 26th August 1985. (17572) 680000

CUMBRIA
COUNTY COUNCIL
EDUCATION DEPARTMENT
DENTON HOLME CENTRE
EDUCATION CENTRE
Kessyngland

Applications are invited from suitably qualified and experienced persons for the post of OUTDOOR EDUCATION TEACHER. This is a temporary one year full-time post effective from 1 January 1986 or as soon as possible. Burnham Scale 3.

Successful candidate should be well qualified and competent in outdoor education and able to work independently. The Centre will offer the opportunity for leadership of groups supported by this and other Cumbria L E A centres will form part of the work.

Further details and application forms available from The Director of Education, 5 Portland Square, Carlisle CA1 1PU (s.a.e. please) to whom completed forms should be returned by 16 August 1985. (17774) 680000

LEICESTERSHIRE
BELGRAVE PLAYHOUSE

Requires part-time Youth Worker for outdoor pursuits (JNC3 20 hours pro-rata. Driving licence. Governing body qualifications desirable.

S.A.E. for further details to 133 Harrigan Road, Leicester 0533 681423. Closing date 19th August 1985. (17782) 680000

WINDERMERE
Outdoor Management Tutor. Needs to have management training experience. Opportunity to join a rapidly developing Centre.

Apply in writing with C.V. to:- David Moore, Outward Management Centre, Felibarr Park Mell, Windermere. 096 62 5484. (17784) 680000

Y.M.C.A.
Y.M.C.A. NATIONAL CENTRE

FAIRTHORNE MANOR

STAFF DIRECTOR/TUTOR

Do you have the interpersonal skills necessary to relate to and meet the needs of a young, lively and motivated staff team? Responsibilities include recruitment, in-service training, work review and welfare needs. A senior staff position providing an ideal career opportunity for someone with successful managerial experience in outdoor education/development training and good inter-personal skills. The person appointed will be expected to tutor part-time. A Christian commitment is essential.

Y.M.C.A. Scale 3.

Further details - The Director, Y.M.C.A. National Centre, Fairthorne Manor, Curdridge, Southampton SO3 2CH. Closing date 19/8/85. (17815) 680000

English as a Foreign Language

BOURNEMOUTH

MANAGEMENT INTERNATIONAL

RSA COURSES AT ITTC

Learn to teach English as a foreign language at the International Teacher Training Centre, Bournemouth. The Centre runs regular 4 week introductory courses leading to the Royal Society of Arts Preparatory Certificate in Teaching English as a Foreign Language.

For details write to ITTC, 674 Wimborne Road, Bournemouth or Tel: (0202) 525537. (34139) 700000

CAMBRIDGE EUROCENTRE

Applications are invited for a number of teaching posts. Candidates should be native English speakers, with a quality degree or recognised teaching certificate or diploma and a postgraduate certificate in TEFL (preferably the RSA) and have experience in teaching English as a Foreign Language to multilingual groups.

Preference will be given to candidates with experience in one or more of the following fields: Business English, Technical English, Computer-assisted Language Learning.

Applications (with CV) should be sent to: The Principal, Cambridge Eurocentre, 68 Bateman Street, Cambridge CB2 1LX.

Closing date: Monday 19th August. If you are not called to interview before 1st September please assume that your application has not been successful. (17847) 700000

E.F.L. A CAREER?

Come to a panel discussion organised by ILTS/MATSEA on Mon., 12th August 6.30pm at International House, 106 Piccadilly, London W1. Refreshments. Find out what your Union can do for you.

For information ring 01-969 9471 or 01-961 5731 (evngs). (17771) 700000

ITALY
The British Schools require 2 EFL teachers in N.W Zone. Degree plus R.S.A. prep min requirement. 3 October appointments.

Initial information from Mr Taylor, Harrogate (0423) 780880. (17940) 700000

OXFORD
CODMER HOUSE
Oxford
RSA Preparatory Certificate TEFL
Part-time course October 1985 - May 1986.

For further details contact: Sue Slade, Codmer House, 90 Banbury Road, Oxford OX2 6JT. (17964) 700000

SURREY
PROFESSIONAL COMMUNICATION SERVICES

50P specialists on the PCS register. Please note our change of address: The Sanctuary, 23 Oakhill Grove, Surbiton, Surrey KT6 6DU.

To register with PCS please write to the above address for an application form. (17575) 700000

LINGUARAMA MANAGERIAL POSTS

As a result of recent expansion Linguarama, the international Language Teaching Organisation, are looking for 4 new managers to join its worldwide team.

Successful candidates will be appointed as Directors of Studies or School Managers to Linguarama Schools in France, Germany, Italy, Spain, Finland, Japan or England. Mobility is important and candidates should be prepared to move between schools and countries.

Candidates should be graduates with RSA Diploma in TEFL or equivalent post graduate qualifications and a minimum of 3 years EFL teaching experience. Experience in a Director of Studies post or other relevant managerial experience is preferred. Fluency in at least 1 foreign language required. Driving licence essential. Preferred age 25 - 35.

Salary and other benefits will vary depending on the country where employment is offered and according to the experience and qualifications of the candidate.

Interviews will be held in London at the beginning of August. Employment will commence in September/October 1985.

Applications should be made in writing to the International Personnel Manager, Linguarama Ltd, 29 Pall Mall, London SW1Y 5JH. (17894) 700000

SURREY
Temporary Teacher of E.F.L. required for September, for Christian Language School. Initially a one year appointment. Committed Christian preferred.

Apply to: Mrs M.J. Ward, Head of the Language School, Elim Bible College, Capel, Dorking, Surrey RH5 5JE. (17918) 700000

English as a Second Language

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT ABBEYDALE GRANGE SCHOOL
Queens Road, Sheffield S7 2DH

Required for September or January a qualified teacher to join the school's English as a Second Language Team. The work mainly involves assisting bilingual pupils in mainstream subjects. In addition to a background in ESL, therefore, some experience in a specific area of the mainstream curriculum would be an advantage. Scale 1. Scale 2 can be made available to an appropriate candidate. Applications from black teachers are particularly welcome.

Please apply by letter to the Headteacher at the school. (17571) 710000

WALSALL
METROPOLITAN BOROUGH
Industrial Language Training Unit

Three vacancies exist to join the team which promotes, organises and teaches language use and cultural awareness in the work environment. A casual user car allowance is attached to each post.

LECTURER II
To promote and develop courses in race awareness training for Industry and Public Service organisations, e.g. Local Authority, Health Services, D.H.S.S., etc., and advise and assist other Lecturers. Experience of this type of work preferred.

LECTURER I
To develop and plan new courses in race awareness specifically designed for Ethnic Minority Communities and advise and assist other Lecturers. Experience and qualifications in this type of work preferred.

LECTURER I
To develop courses in race awareness and language training for Industry and Public Service organisations.

Applicants for the above posts should possess relevant qualifications and experience in E.S.L. preferably have a degree and some knowledge of ethnic minority communities.

For an application form and further details send S.A.E. quoting post title, to the Director of Education, Civic Centre, Darwall Street, Walsall WS1 1DQ.

Closing Date: 23.8.85.

Employees of the C.L.C. and M.C.C.'s with relevant experience, are welcome to apply.

Walsall is an Equal Opportunity Employer. (17784) 710000

Appointments Wanted

A GRADUATE PHYSICAL SCIENCES TEACHER and House Master aged 44 in a London Private Anglican Boarding School oversees is retiring U.K. for family reasons and seeks a post for January 1986. Wide experience at home and abroad includes all aspects of science teaching, pastoral responsibilities and the coaching of sailing to national level. References available. Tel: 03666 580. (17277) 750000

MALE LECTURER Maths/Statistics, seeks full time teaching post. Phone: 0278 373630. (17215) 720000

MUSIC INSTRUCTOR/ACTOR seeks position as woodwind teacher (recorder, clarinet, flute, saxophone plus classical guitar). Free September. Experienced peripatetic/group projects/workshops music, musicals etc. Write to Mr. W.R. Glasgow, 389 Sidlow House, Portland Avenue, Stamford Hill, London N16. (17500) 750000

WANTED
Economics/Sociology, Honours Graduate. Experienced Teacher, 40, seeks post in the South East. Keen outdoor pursuits. Committed Christian. Family man. Excellent references. Start September. Write Box No. TES 00418, Priory House, St. John's Lane, EC1M 4BX. (17851) 780000

Educational Courses

LINGUARAMA

The international language teaching organisation with 33 centres in the United Kingdom and Abroad will have a number of vacancies for new entrants to the field of E.F.L. Teaching posts will be available in Germany, Finland, Spain, Portugal, Italy, France and the U.K.

Applicants should possess a good degree or teaching qualifications and have completed a Linguarama T.E.F.L. introductory course.

Information and application form from Linguarama Personnel Dept., New Oxford House, 16 Waterloo St., Birmingham B2 5UG. (35826) 760000

SHEFFIELD
CITY POLYTECHNIC
TESOL CENTRE

Train to teach English to speakers of other languages. Open Polytechnic distance training programme plus short residential block leading to:

CERTIFICATE IN TESOL
CERTIFICATE IN TESOL ATCL(TESOL)
LTCL(TESOL)

Courses for non-native speaker teachers of English and British teachers with graduates.

For further details write or telephone: The TESOL Centre, Sheffield City Polytechnic, Totley Hall Lane, Sheffield S17 3AB. Tel: (0742) [illegible]

EDUCATION COURSES
continued

TEACHER TRAINING (EFL) AT MARBLE ARCH

Full-time RSA Preparatory Certificate Course from 16th September to 11th October.

Full details from Marble Arch Teacher Training, 21 Stuart, London W2. Tel: 01-402 8373. (17335) 760000

Tuition

HOME TUTOR required from September in Finchampstead, Berkshire, for intelligent six year old with spatial perception and fine motor difficulties. Arvo Ommaturtion available if required. Reply Box No. TES 00414, Priory House, St John's Lane, EC1M 4BX. (08730) 770000

Personal Announcements

100% MORTGAGES 3¼% APR. Lenders Also available: Secured Loans £1,000 to £50,000 in 10 days. Written quotes available. Homeowners 01-446 5451. (40085) 800000

UWIST
University of Wales

A DEGREE COURSE IN ENGINEERING PRODUCTION AND PRODUCTION MANAGEMENT

This is a new course designed to provide a fundamental training for students who are planning a career in the application of management science and manufacturing technologies to business and industry. The course is heavily biased towards the use of computer hardware and software for industrial problem solving.

Two degree schemes are available. A three year B Eng degree or a four year B Eng. (Tech) integrated sandwich course. The four year integrated sandwich course includes a minimum of fifteen months of attachment to industry for practical training and professional experience.

Although the first two academic years of the new course are common with the existing B Eng/B Eng (Tech) Engineering Production courses, the final year offers an opportunity to study in depth subjects related to management science, viz. marketing, business policy etc.

Further details can be obtained from: Academic Registry, UWIST, PO Box 68, Cardiff CF1 3XA. Tel: Cardiff (0222) 42588. (9052)

HOLIDAYS AND PERSONAL LOANS, from £100 upwards without security or guarantors. Campell & Robians Ltd., 107 Jermyn Street, London SW1 6EW. Write, phone or call for written terms. Tel: 01-839 9956. (18156) 800000

IMMEDIATE ADVANCES. £100 to £20,000. Written terms on request. REGION-AL TRUST LTD., 31 Dover Street, Piccadilly, London W1. Phone 01-491 2934. (14619) 800000

NEED A C.V.? Professional looking and sensible priced. Detailed. AVKO (TES), 70 Bonynemead, Exeter EX4 8LN. (12608) 800000

SALARIED PERSONS POSTAL LOANS Ltd. Loans from £50 to £500 granted same day. No security required. For written quote apply 175 Regent Street, London W1. Tel: 01-734 3519. (09871) 800000

SAME DAY LOANS & POSTAL LOANS. Unsecured £100 - £2,000. FULL MORTGAGES and remortgages for Teachers. Arrears cases considered. For written quotation: Richmond Investments Ltd., 8 The Green, Richmond, Surrey. Tel: 01-940 9855/2625. Established 1934. (59350) 800000

TEACHERS, PARENTS, EDUCATIONALISTS? A Rough Guide to Incompetent Schools' by 'The Prof'. A humorous look at the inside story. Send postal order for £3.00 to Storm Press, 57 Kingsway, Woking, Surrey GU21 1NS. (17849) 800000

TIME FOR A CHANGE? 'What can a teacher do except teach' tells you what to do. Now edition only £3.50 inc. P&P from Best Skills Unit Ltd., 45 Hobson Street, Cambridge CB1 1NL. (17490) 800000

WRITE AND SELL teaching materials, S.A.e. for free details: Resource Link, 3 Mids, DY8 5QU. (17574) 800000

WRITE and sell Children's stories. Mail tuition Sales assistance. Free booklet Children's Institute, (TES), 9 Berkley Square, Salford, Manchester M3 6DB. (03732) 800000

For Sale and Wanted

CARPETS and Carpet Tiles almost trade prices. Most makes. Free delivery. Cordova Carpets, 87 Cross Green, Formby, Nr. Liverpool. Tel: 07048 74839 & 71163. (44026) 860000

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ADVENTURE HOLIDAYS 3 weeks Kashmir and Ladakh, Ottoman, Turkey and Black Sea, Syria, Hanoverland, Pembroke Street, Oxford OX1 1BP. Tel: 01-769 8658. (51897) 880000

DRISCOLL HOUSE 200 single rooms, partial board, £60 p.w., all amenities. Apply 172 New Kent Road, London SE1. 01-703 4175. (51896) 880000

NORTH WALES - Multi-Activity Holidays. Field Studies and Weekend Accommodation. THE ALPS - Alpine Mountaineering and Activity Holidays for Young Teachers. MOUNTAIN VENTURES, Bryncir Hall, Liverpool L16 7JD. Tel: 051-724 2732. (25509) 880000

Field Study Centres

SKERN LODGE OUTDOOR CENTRE. Ideal location for Field Studies. Write or phone for brochure Skern Lodge, Appledore, Bideford, Devon EX39 1NG. Tel: 02372 5992. (04539) 910000

Properties for Sale & Wanted

SUB POST OFFICE Grocery/news. Good restructured accommodation, West Yorks. Salary, a/c details, on request, realistic price for early completion, £39,000. Tel: 01-636/533437. 9400000 (08800)

REMINDER

Copy for Classified Advertisements in the

T.E.S.

should arrive not later than 4 p.m. Monday preceeding publication

CORSICA HALL CONFERENCE CENTRE
Cricket Field Road, Seaford, BN25 1BT, East Sussex.
Tel: (0323) 893558

FULL DETAILS & PRICES Contact:

Conference Room
Lecture Theatre
33 Bedrooms
Seminar Rooms
Bar & Lounge
Coffee Shop

Parking 100 cars
Most A.V. equip. available & incl. in the price.

DERECK R. STUBBS, M.H.C.I.M.A. (6077)

Great opportunities can land themselves on your doorstep

There are hundreds of job opportunities in the classified pages of The Times Educational Supplement every week. Make sure you see them first by buying your own copy every week. Simply complete the coupon on this advertisement and give it to your local newsagent.

Please deliver a copy of The Times Educational Supplement to me every Friday until further notice.

Name_____

Address_____

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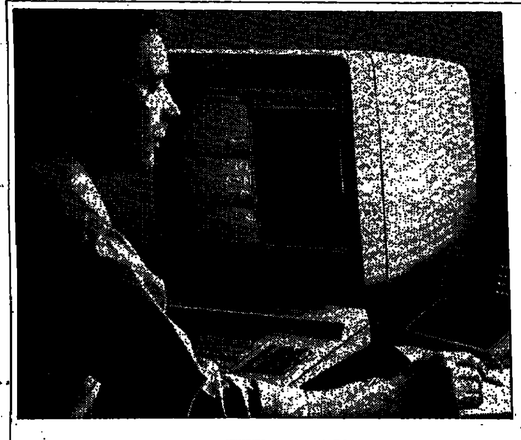

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